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ABSTRACT

The booklet contains descriptions of educational programs in the area of special education/learning disabilities which have been validated as successful by the Joint Dissemination Review Panel of the U.S. Department of Education. Programs are listed alphabetically and also provided are an index of programs by category and an index of programs by grade levels (for which validation exists). Provided for most programs are the title, the intended audience, a descriptive abstract, training requirements, costs, services, contact person, address, and phone number. Programs deal with such areas as the following: arithmetic, art, basic skills, behavior problems, class organization, competency based education, continuous progress plan, daily living skills, diagnostic teaching, dropout prevention, home instruction, individual education programs, language acquisition, learning skills, mainstreaming, mathematics, mentally handicapped, nontraditional education, multiple disabilities, parent education, preschool education, prescriptive instruction, remedial reading, school community programs, staff development, tutoring, vocational education, and work experience programs. (DB)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

Special Education/Learning Disabilities

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

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ACHIEVEMENT-BASED CURRICULUM DEVELOPMENT (ABC) IN PHYSICAL EDUCATION. Preschool through Secondary. (Previously known as ICAN.)

Audience Teachers (special education, and/or combinations) of handicapped children in special and/or regular educational programs.

Description The ABC Model has five major components to help teachers implement quality school programs: assessing, prescribing, teaching, evaluating, and planning for essential objectives in physical education for children and youth from near zero to functional level of competency. The curriculum materials (I CAN) represent a bank of 200 student performance objectives for criterion-referenced assessment, prescriptive instruction, evaluation, student reports, and a computer management system for the school program.

The I CAN ABC can be 1) implemented without exotic equipment or facilities; 2) implemented by classroom teachers, physical education specialists, or combinations; 3) adapted to local needs and resources to either develop a comprehensive mastery in learning program, preschool through high school, or supplement an existing program; and 4) implemented by the user in compliance not only with P.L. 94-142 but also in response to school reform movements—pursuit of equity and excellence in American schools for all students.

75% of students achieved meaningful and statistically significant gain score on objectives taught when curriculum was implemented as intended. 85% of all teachers trained achieved competencies to implement the ABC Model as intended).

A school site may become a quality adoption site by demonstrating key elements of the ABC Model: documentation of program goals and objectives to be taught, prescribing and teaching activities based on students' assessed needs, evaluating and reporting student and class progress, making recommendation for improvement based on student change data.

Requirements TWO OPTIONS TO MEET THE REQUIREMENTS. First, a Certified Trainer follows the 2-4-1 training design (2-day intensive workshop, 4 supportive monitoring visits, followed by 1-day planning workshop. A minimum of three days release time must be provided for each teacher trainee. Second, a local staff person assigned to serve as Program Coordinator/Trainer (5 hours/teacher trainee) to provide support services/monitor implementation. This person trained by Certified Trainer (6 hours) and participates in the training.

Costs Each teacher must have a Teacher Training Kit (Model Program Curriculum Implementation Guide and Objectives) $7.00. Share cost of Certified Trainer's expenses (2-day initial training and 1-day planning). The curriculum materials and training films are optional. Option Two: Certified Trainer's fee and expenses (travel and per diem) are negotiated (site, state facilitator, and I CAN) for Training Program Coordinator/Trainer.

Services Awareness materials are available at no cost. I CAN staff and Certified Trainers are available to present awareness sessions at local, regional, national meetings/conferences/conventions (costs to be negotiated). Certified Trainers are available in more than 16 states, with Leadership Centers located in colleges/universities in six states. Curriculum resource materials are available (published): preprimary motor and play skills, primary motor skills, sport-leisure-recreation skills.

Contact *Janet A. Wessel, Professor and Director; Michigan State University; Room 133 IM Sports-Circle; East Lansing, MI 48824. (517) 355-4740.*

Developmental Funding: USOE OSE and State

IDRP No. 81-13 (6/11/81)
Recertified (6/85)

ACTIVE: All Children Totally Involved in Exercising. A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact *Joe Karp, Director; Project ACTIVE; Kelso School District #453, Kelso, Washington 98626. (206) 577-2453, or (206) 577-2410.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/83)

A.D.V.A.N.C.E. An alternative academic and vocational program for severely emotionally disturbed youth. Severely emotionally disturbed youth, ages 14-20.

Description The primary goal of the program is the modification and development of social behaviors needed to complete academic and vocational training and to facilitate a return to the mainstream of secondary educational programs. The structure of A.D.V.A.N.C.E. is focused on a behavior modification management system applied during the total instructional day that involves academic, prevocational, and recreational periods. Behavior is monitored in five targeted areas, CHADS—Cursing, Hitting, Assigned area, Distracting behavior, and Staying on task. First-year students receive 2 hours of individualized academic instruction,1 hour of prevocational training, 1 hour of recreational activities, and 1 hour of social-related survival skills. Second-year students and beyond receive 2 hours individualized academic instruction, 1/2 hour of recreational skills, and 2-1/2 hours of vocational training. During the instructional day, the 5 targeted behaviors are recorded every 15 minutes for each student. Positive behavior is recognized by equating a unit point to each behavior which was not violated during a 15-minute interval. The daily sum of these points allows the student to be eligible for immediate awards or to save them for delayed gratification. In addition, field trips are earned over time to reinforce lengthy positive behavior. Students may be admitted to or exit the A.D.V.A.N.C.E. Program throughout the school year. A.D.V.A.N.C.E. includes a 3-member support team composed of a school psychologist, a learning disability teacher/consultant, and a social worker. Together, they refine diagnostic information through testing of the students' academic level and vocational potentials, interpret and structure an implementation plan.

Contact ***Raymond J. Bielicki, Principal, or William H. Adams, Superintendent; Salem County Vocational Technical Schools; 172 Salem-Woodstown Road; Salem, NJ 08079. (609) 935-7363.***

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 83-43 (6/15/83)

PROJECT CATCH-UP. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and THE CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Costs The Starter Kits are $12. Diagnostic test budget, $.50 per student for math (commercially published); $.92 per student for reading (commercially published). Recommended: $100 to $400 for basic instructional materials, math and reading—non consumable. Optimum: $1,500 per site to enrich instructional materials selection.

Services Awareness materials are available at no cost. Visitors are welcome at project site on Fridays. Project staff are available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.*

Developmental Funding: ESEA Title I

JDRP No. 34 (4/4/73)
Recertified (10/84)

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT. A program designed to help parents assume their natural role as the child's primary language teacher. JDRP approved for children under age four who have educationally significant hearing impairments, and their families.

Description The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary responsibility in the language development of their children. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting and focus on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is placed on helping parents provide a learning environment that takes into account the child's impaired auditory ability. Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the child's use of his/her residual hearing. The Early Education Project or Clinic may lend the child an aid and follow up with observation and retesting before recommending a specific aid for purchase. Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings, which respond to the parents' need for current, accurate and scientific information.

Contact ***Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S.Euclid; St. Louis, MO 63110. (314) 652-3200.***

Developmental Funding: USOE BEH

JDRP No. 77-158 (11/7/77)

CHAPEL HILL MODEL FOR SERVICES TO YOUNG HANDICAPPED CHILDREN. A program serving pre-school and kindergarten level children with mild or moderate handicaps. Approved by JDRP for handicapped and kindergarten level children.

Description The Chapel Hill Model is a diagnostic and prescriptive program serving pre-school and kindergarten level children with a mild or moderate degree of handicap. It incorporates guidelines for assessment, planning and service delivery to children and their families, as well as on-going re-evaluation of child performance. The needs of each child are met by the integration of skills assessment, classroom instruction, behavior management and parental involvement in the child's learning.

Contact ***Anne Sanford, Director; Chapel Hill Outreach Training Project; Lincoln Center; Chapel Hill, NC 27514. (919) 967-8295.***

Developmental Funding:

JDRP No. 75-73R (2/8/83)

THE CHILD DEVELOPMENT CENTER. Designed to identify children's special developmental needs and provide appropriate interventions begins, through joint cooperation of parents, teachers, and special educators. Approved by JDRP for three-to five-year-olds of all abilities.

Description The Child Development Center is based on the conviction that the sooner educators identify young children's developmental needs and work together with parents to achieve effective interventions, the stronger the chance of children's early success in school. This program offers an ongoing format of child/parent services starting the September before the child is age-eligible for kindergarten. This format includes a diagnostic center, where preschoolers receive evaluations from a school nurse, speech/language specialist, and psychologist; a parent resource center, where parents meet with educators to discuss early-childhood topics and concerns; a child-study center, where preschoolers meet periodically with peers for group interaction while being observed by parents and center staff; and a referral center, which provides children having special developmental needs with interventions before school begins, and which transmits information on all program children to parents and kindergarten teachers. The program supplies a motivational slide-tape presentation for parents and educators, a parent handbook containing child-development articles and materials, a teacher's manual containing instructions and materials for implementing the program, and an end-of-year program booklet for recording and relaying developmental information about the child to parents, kindergarten teachers, and special educators.

Contact ***Helen Reichman, Project Director; The Child Development Center; 8325 Laurelwood Dr.; Huntington Beach, CA 92646. (714) 964-3229 or 847-2551.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-21 (5/23/79)

CHILD STUDY CENTER (CSC): Diagnostic/prescriptive service to assist children with learning problems to achieve gains in intellectual performance, basic skills, and personal/social functioning. Approved by JDRP for children K-8, with learning and/or social behavior problems.

Description Learning problems are often caused by a complex of factors. The CSC concept presumes that the solution to such problems lies in an interdisciplinary team approach that focuses on the whole child in a single referral setting. Such troubled children need to receive comprehensive, in-depth diagnostic and remedial services to become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology and consults with medical and other community professions. The purpose is to provide the diagnostic prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social, familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Education Plans (IEPs) for students with special needs.

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696 or 442-1171.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116 (2/6/74)

CITY AS SCHOOL (CAS). An alternative high school whose primary curriculum objective is to link students with learning experiences throughout any size community. Approved by JDRP for high school students.

Audience Approved by JDRP for At-Risk Adolescents in grades 9-12 with a high rate of truancy, lack of motivation and an increased sense of alienation.

Description CITY AS SCHOOL is an alternative, diploma-granting high school whose curriculum objective is to link students with learning experiences of a business, civic, cultural, political or social nature throughout any size community. The underlying concept is that the world of experience can be joined with the world of learning, thereby making school more relevant for those students who find the traditional school setting threatening or unrelated to their present and future plans, or those with a moderate to great degree of success in the traditional setting who begin to look for new horizons for their education.

Instead of attending classes in one building, students move from learning experience to learning experience and receive academic credit for each learning experience successfully completed.

Teachers are divided into Resource Coordinators and Teacher Advisors. Each Teacher Advisor holds weekly orientations, seminars, class meetings and is responsible for individual meetings with student and/or parents, and writing college evaluations. Resource Coordinators are responsible for developing new community site placements, developing curriculum for each site, monitoring students; progress, responding to students' problems at resources and registering students. Visits to sites are required.

Requirements Adopting district or school will need to set up an alternative academic program to service those students described as high-risk or drop-out prone. Once the teacher has been trained, the techniques of student management, curriculum creation, monitoring and evaluation are easily accessible to other staff members. Accessibility to a phone and secretarial services is necessary as are school support services.

Costs Costs will vary depending on the size of the adoption. Staffing requirements are a teacher and secretarial assistance. Ideally a separate phone should be available for the project. Some provision for transporting the students to the sites is needed. All in-service training is provided free of charge. All prototype forms are provided free. CAS will pay for our trainers' salaries, travel and lodging. A visit to the CAS site in NYC is advisable prior to the inservice training.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment. Project staff are available to attend Awareness Sessions (at no cost to potential adopter). Planning and training provided at adopter site (2-3 days). Training and prototype materials, forms replication manual provided free of charge.

Contact ***Joan McLachlan Douglas; City-As-School; 16 Clarkson Street, New York, NY 10014 (212) 691-7801.***

Developmental Funding:
USOE ESEA Title IV-C and NYC Board of Education

JDRP No. 82-13 (6/10/82)

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program. An individualized reading program increasing the basic skill reading-achievement levels of inner-city students. Approved by JDRP for pupils grades 1-6.

Description Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors. The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that achievers acquire reading skills at a rate of 1.0 gain per year.

Contact ***Wayne E. Foley, or Robert B. Hamilton; 520 N.E. Ravenna Blvd.; Seattle, WA 98115. (206) 587-4334.***

Developemental Funding USOE ESEA Title III

JDRP NO. 75-77 (11/10/75)

COMMUNICATION PROGRAM: A program to help young children who have a variety of communication and language handicaps. (Procedures adapted for regular education classrooms and for a variety of special education classrooms from elementary through high school).

Audience Approved by JDRP for children from birth to age 6 in early childhood programs with identified or suspected communication deficits (not related to current hearing loss).

Description The Communication Model Program was designed to serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and speech language clinicians in the management of communicaion behaviors. Classroom management is a critical component. The training also provides experience in team decision making. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data obtained during classroom activities provide supplementary information. Team members plan individualized programs for each child, arrange for implementation of these programs, and see that data are gathered. Individualized instruction essential to management of target behaviors is achieved by furthering communication skills in a variety of activities during the school day. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at the training site: ability to identify language problems through classroom observation; ability to plan management strategies that can be implemented in the classroom; ability to arrive at decisions with members of a different discipline. The speech language clinician assists the teacher in developing strategies to promote communication, and plans and implements finely sequenced programs in a variety of language areas. Parents are an integral part of the team.

(Communication Programs and Programs for Children with Downs Syndrome and Other Developmental Delays were both developed by the Model Preschool Center for Handicapped Children, University of Washington, Seattle).

Requirements The essential components needed to implement the Communications Model are a teacher and a speech/language clinician. Ordinary school materials and room arrangements are used. Developmentally oriented assessment tools are needed to document child progress. Training can be provided at the project site or at the Experimental Education Unit.

Costs Local costs include salaries for qualified teacher, aides, and speech/language clinicians. Equipment, supplies, building maintenance, and transportation typical of any quality program.

Services Awareness materials are available. Inservice sessions can be arranged on request (costs to be arranged). Project staff can attend out-of-state conferences (expenses are frequently covered). Requests for adoption training or training in components of the model should be directed to Dr. Fewell.

Contact ***Rebecca R. Fewell, Director: Model Preschool Outreach Program Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.***

THE COMMUNICATIONS WORKSHOP (CWS). An alternative reading program for adolescents with learning disabilities. Offers a classroom management and monitoring system, motivation and intervention strategies, and teacher-student accountability. Approved by JDRP for learning-disabled readers, grades 7-12, with remedial reading needs.

Description Five essential elements support the Communications Workshop model: a personal, humanistic philosophy, an activities monitoring system, a program monitoring system, student motivation strategies and intervention strategies. The humanistic philosophy is based upon respect for the student as an individual and on the teacher's role as a facilitator of learning in an atmosphere that fosters pride and a positive response to the academic setting. Student responsibility for his or her own academic program nurtures self-motivation and self-discipline. The student activities monitoring system relies on systematic observations to yield data on time spent in over 100 possible classroom activities, patterns of time usage, materials used, instructional grouping and sequences of activity selection. The program monitoring system permits rapid collection and succinct posting of a wide range of data on each student's program, providing information on quantity, quality and level of work completed. The system signals the need for teacher intervention and permits early detection and correction of imbalances in students' individualized programs. The student motivation strategies enable the team to create and sustain student interest and are used to modify negative or inconsistent behavior through personally planned interactions. The intervention strategies enable the team to encourage active student involvement in personal academic programs and to discourage unproductive "nonacademic" activities by fostering more positive, personal teacher-student relationships. These strategies may be used to restructure the classroom environment to achieve desired academic results and provide for teacher-student accountability.

Contact ***Joseph A Bukovec; Communications Workshop (CWS); Teaneck School System; Merrison Street; Teaneck, NJ 07666. (201) 837-2232.***

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 78-191 (6/5/78)

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP). An outcome-based objective-oriented mastery learning mathematics program designed to meet the needs of all children.

Audience Approved by JDRP for students of all abilities, grades 1-8. This program has been used in other settings with grades 9-12.

Description The Conceptually Oriented Mathematics Program is an objective based, mastery learning mathematics program that provides sequential mastery skills with corresponding instructional materials to be mastered in the basic skills area of mathematics. It is designed to meet individual needs through small-group instruction. Inservice training includes effective classroom management techniques to improve teaching techniques. Students are tested to determine their individual strengths and weaknesses and are grouped accordingly. The program provides continuous progress through the use of materials organized into 25 instructional levels. Nine strands are developed for mastery in these 25 levels. Each level has been broken into two or more steps. Step Z in each level provides additional materials for the gifted and talented students. Critical thinking skills are developed throughout the 25 levels. All COMP math objectives are correlated to major math textbooks. Correlations are included in the COMP Guidebooks. The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching and to adapt the program to the learning styles of their students. Key Elements: placement testing; teaching by objectives via COMP Guidebooks; and COMP Activity books; small-group instruction; criterion-referenced testing; computerized classroom management system (IMPACT); computerized drill and application activities (Levels 1-12, Grades 1-5); cooperative teaching and planning; continuous progress for students; administrator involvement; school-community-parent relations. Effectiveness: Students who participate in the COMP math program continue to make significantly greater gains in math achievement scores than their peers who participate in other math programs. COMP student gains have continued to grow over the 11 years COMP has been an NDN program. Effectiveness data is widespread, including Maine, North Carolina and Texas. Recently a district-wide study on achievement gains in Corpus Christi showed COMP math students made significantly greater gains over the 5 years of the study than the same students made in reading or other subject areas which had been equally targeted for improvement during the same time span.

Requirements One day of training prior to implementation is required. All teachers and administrators involved in adoption should attend. One day of training following implementation is also required. Adopter school needs will determine the scheduling of this training. Adopter designates one staff member to serve as project contact person and coordinator.

Costs Exclusive of textbooks and the teacher's salaries, the basic cost is approximately $50/teacher plus cost of test materials. Additional materials for instruction and enrichment can be added as finances are available.

Services Awareness materials are available at no cost. Visitors are welcome at demonstration sites anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site. Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***L. Leon Webb, Director—Irene Gilbert, Asst. Director; 161 E. First St.; Suite 5; Mesa, AZ 85201. (602) 969-4880.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-114 (12/6/74)

COPE: Cognitively Oriented Pre-Preliminary Experience A comprehensive sequentially programmed pre-primary curriculum and management system that provides for individual developmental growth and learning of basic readiness skills.

Audience Approved by JDRP for pre-primary students in pre-kindergarten, kindergarten, and transitional first grade from low- and middle-income families including those with developmental lags and learning disabilities.

Description COPE's wide range of activities and objectives (2-6 years developmentally) makes it effective for use with pre-primary children from varied socioeconomic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry, he/she works through a series of activities to reach advanced objectives. With its well-defined, step-by-step, closely sequenced levels, the 850-page curriculum is extremely helpful both in determining a child's needs and in stimulating outstanding intellectual and language growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized small-group and large-group instruction as well as in free-inquiry situations.

The curriculum consists of two areas: The *Developmental Area* contains levels in perceptual-motor and conceptual language development; the *Achievement Area* contains units of instruction in reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials, but also come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Any implementary teacher must attend a one-day workshop. Workshops are most often conducted at district or regional sites, with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at the demonstration site. Facilities, space, and instructional equipment required are those typically found in elementary schools.

Costs One set of COPE curriculum is required per classroom at cost of $60 per set. Workshop handouts necessary for all participants at cost of $12 per person. A wide variety of inexpensive teacher-made and commercially available materials may be used with curriculum.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mary Alice Felleisen, Director; Project COPE; 38 N. Waterloo Rd.; Devon, PA 19333. (215) 688-7993 or 687-6252.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-49 (5/16/75)

DEBT (Developmental Education Birth Through Two). A home-based program for handicapped children and their families. Approved by JDRP for handicapped children from birth through age 2.

Description The program has three main objectives: to improve the development of handicapped infants, to increase parental interest and involvement, and to integrate the project into the community's human service delivery network. Several assumptions underlie the program: early identification and intervention is critical to handicapped children; parents are potentially the child's best teachers; a warm and nurturing home creates the best atmosphere for learning; and parents of handicapped children need help to locate community agencies that serve handicapped children. Referrals are sought through a community awareness campaign. An initial home visit is made to explain the program, collect development and medical history, and administer developmental tests. If it appears that a referred child will be eligible, further assessment is conducted, and a program teacher begins informal home visits. Sixty-seven percent of all referrals are enrolled in the program. An individualized educational program (IEP) for each child is developed based on the Koontz Child Development Program, which provides training activities in gross and fine motor skill, social skills, and receptive and expressive language development. Program teacher visits each home weekly and works directly with the parent and child. A water and gym play program provides educational and recreational experiences for parents and children.

Contact ***Gloria Galey, Coordinator; Project DEBT; Lubbock Independent School District; 1628 19th St.; Lubbock, TX 79401. (806) 747-2641, ext. 455.***

Developmental Funding: USOE BEH

JDRP No. 80-28 (10/21/80)

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project. A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Audience Approved by JDRP for small groups of children ages 2-6 with learning and social behavior problems. This program may offer greater potential for larger groups of normal children ages 2-6.

Description Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play rather than school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and express their feelings. When successfully implemented, the program creates the atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one adult who becomes that child's parent for that hour. The goal is to stimulate an attachment relationship between the adults and children just as good parents become attached to their children. The rationale is that through this attachment process the child learns the basics for being able to learn reading, writing, and arithmetic in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

Requirements Internship training for people with backgrounds in psychology, social work, early childhood education; follow-up visits to sites; follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes, grades K-3, by using the circle time activities. It is primarily a training program that requires intensive training for the adult leaders.

Costs When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program are less than $20. There would be no additional per-learner monthly operational costs for a school with an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or 442-1171.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-116 (12/6/74)

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA). A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills.

Audience Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels 1, 2, and 6.

Description DPA is a process oriented program emphasizing the development and refinement of teacher modeling and questioning skills. DPA is an arithmetic program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual, manual supplement, and other DPA resource materials. Each of the concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, recordkeeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Chapter I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation. This is a concept-based program that uses manipulative and physical materials and is adaptable to special education students.

Requirements A district must take the following steps: submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for 3 full days of pre-implementation training; administer a standardized test as a pre/post instrument and provide DPA with a summary of results; employ ongoing DPA diagnostic tests for planning instruction; purchase necessary materials; identify who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among teachers.

Costs Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher. Maintenance costs are usually less than $2 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (all expenses must be paid).

Contact ***Matthew Scalfa, Director, or Janet Castellano, Project Coordinator; Community School District #31; 311 Daniel Low Terr.; Staten Island, NY 10301. (718) 447-3300, ext. 36, 37, 38.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 (5/15/74)
Recertified (11/84)

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP). A new method of organizing and managing an academic classroom.

Audience Approved for the apathetic learner, the "discipline problem," the poor attender, and the poten- tial dropout in grades 9-12. It has been used in other settings in grades 6-8 and with the gifted, talented, and creative learner.

Description The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objec- tives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and dis- play information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic clas- sroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

Requirements The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school or in a se- parate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, modular, and other types of flex- ible scheduling.

Costs DEEP training manuals with student activities cost $5 per inservice workshop participation. DEEP teachers are usually volunteers from existing staff. Adopting districts pay costs relating to release time for tea- cher training. If the adopter has audiovisual equipment, the cost of adoption should not exceed the normal per-pupil allotment.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to at- tend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7809.*

Developmental Funding: USOE ESEA Title III

IDRP No. 76-82 (6/23/76)

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development shows limited beginning reading ability.

Description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

Although primarily utilized as a full-time, self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessinal aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Costs Project-developed Prereading Assessment test and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components demands purchase of multiple copies of paperback books and cassette tapes. Costs will vary from $100-$2,000; depending upon number of teachers who will implement program.

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost.

Contact *Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-57 (5/23/74)

EARLY PREVENTION OF SCHOOL FAILURE. This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.

Audience Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6. Inservice program valuable for teachers of kindergarten, first grade, early childhood and migrant programs, administrators, special education resource, physical education teachers, Chapter I and diagnosticians.

Description Early Prevention of School Failure has demonstrated that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills, that could adversely affect future school performance. Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the Gates McGinite Reading and Metropolitan Achievement Tests. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality development. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes of daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, classroom activity guides, parent materials and literature folders for teaching the high process thinking skills.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/ Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A follow-up inservice is recommended.

Costs Costs of implementing the program includes: 1) Substitute pay for those members of the team to attend the two day training; 2) Consultant fee or travel per diem; 3) Curriculum Materials (Non-consumable), $63 per classroom; (4) Screening Materials (Non-consumable), $100 per team; (5) Conferencing Option - Computer Program $70 (one time investment); 6) Follow-up Staff Development.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, yearly newletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Many states have certified trainers that can provided inital services at convenient times and locations. Early Prevention of School Failure has linked with other NDN programs to provide expanded staff development and curriculum resources.

Contact *Lucelle Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-46 (5/14/74)
Recertified (11/84)

ELSMERE PROJECT. A basic skills vocational program for trainable mentally retarded, ages 5-21, that serves as a model for districts implementing special education programs in compliance with P.L. 94-142.

Audience Approved by JDRP for students ages 5-21 classified by child-study teams as trainable mentally handicapped (TMH).

Description The Elsmere Project meets the individual needs of TMH students by providing individualized scheduling of instruction in five essential areas: academics, socialization, independent living, prevocation, and vocation. For each area, the curriculum has a double orientation. First, the program emphasizes the acquisition of self-sufficiency to the highest degree possible. The project prepares students to function in the community, to work, travel, shop, enjoy leisure time and relate to others. Second, vocational skills are presented through these learning areas. Thus, skills and attitudes necessary for engaging in work are emphasized in all learning areas.

Each student is exposed to a simulated work atmosphere, punching a time clock and so on. Students are involved in rudimentary training and work activities such as assembling, packaging and collating. Students participate in a vocational training program which reflects community manpower needs. On-the-job training is provided for students in the final stages of the training program. The Glassboro Trainable Assessment Profile (G-TAP), assists the teacher in placing students at the correct functioning level in each of the life skill areas. It is also a useful tool to measure yearly growth and assist the childstudy team in developing objectives for the Individual Educational Plan (IEP).

Because area business leaders are potential employers of TMH citizens, community involvement is an integral part of the project. On-the-job training and student job placement occur through community involvement. Advisory groups and service organizations assist the project by providing information on the skills necessary to prepare students for particular jobs.

Parent interest and participation is another component in the success of the Elsmere Project. Parents are provided the background required to perform activities at home that reinforce vocational skills taught at school.

Requirements The Elsmere Project is best adopted at the school level, but smaller units (one, two, or three classrooms) can make adoptions. A three-day training workshop must be attended by teachers and participating administrator(s). Adopter agrees to use project-designed student evaluation scale and to furnish data for comparison. Strong administrative support helps to ensure successful adoption.

Costs Start-up costs for training and curriculum materials: approximately $225 per teacher. Costs for vocationally related equipment and supplies vary depending on resources available. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (all expenses must be paid, including trainer's fee). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Dr. James F. McGettingan, Project Director, Educational Information and Resource Center (EIRC), 207 Delsea Drive (Rt. 47), RD 4, Box 209, Sewell, NJ 08080. (609) 228-6000.***

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 79-23 (5/17/79)

ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED. A diagnostic program providing individualized instruction and engineering of time and behavior for handicapped students. Approved by JDRP for mildly (educably) mentally handicapped students grades 1-6.

Description The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domains. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; it is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs. Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students. One of the concepts making the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. He or she continues to be the youngster's homeroom teacher, even though the youngster spends time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, the Learning Center teacher has a responsibility to monitor the student's total program.

Contact ***Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NB 68046-9990. (402) 339-3411.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-84 (6/6/74)

ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

Description The ERIN System is being utilized for children ages 2-7 and their parents, both in special pre-school classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

Costs Costs of program replication include Institute fees, cost of teacher curriculum kits and a coordinator's training kit, cost of staff training, and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.***

Developmental Funding: USOE BEH

JDRP No. 78-186 (7/13/78)
Recertified (12/84)

EVERY CHILD A WINNER With Movement Education. An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

Audience Originally approved by JDRP for students grades K-6, reapproved 1985 by JDRP for grades 1-3. Components for grade 4-6 are still available and active.

Description The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child a Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child a Winner—Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enchance the child's self-concept, to improve academic skills, and to improve physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child a Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades. The program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6. Therefore, JDRP approval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 800 schools in 48 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite.

Requirements Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Training is essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Equipment needed for each child is supplied by project. Training materials and resource books are required.

Costs Training materials: one copy per training participant, *Every Child A Winner... A Practical Approach to Movement Education,* $10 each. Resource book list and equipment list supplied by project. Costs vary depending on the number of students involved.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Martha F. Owens; Every Child a Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 (6/6/74)
Recertified (2/85)

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY ("Seton Hall" Program).
A program that prepares the parent to be the child's first and most significant teacher.

Audience Approved by JDRP for parents and their children ages 4-5. This program has also been used with parents and their children age 3 through kindergarten, and with Title I and special education classes.

Description A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy basic to District 742's venture into early childhood/family education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their children in preschool and/or kindergarten activities that stimulate and reinforce interaction within the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction and participate in a discussion group facilitated by a parent educator. In this supportive, caring environment, they learn how to be with their child as they teach. Home-activity kits are designed to promote parent-child interaction and growth in basic skills, based on a validated assessment of the child's skills. Both parent and child become more confident in relating to the staff, principal, and kindergarten teacher, and this atmosphere of trust between home and school continues in grades K-6. Family Oriented Structured Preschool Activity Program does its own effectiveness evaluation pre and post program participation. It has been determined that there is a 28% growth in skills with natural maturation factors taken out. FOSPA is in its 13th year of operation and has 500 area families involved each year.

Requirements Adoption may be total or partial (to be negotiated). Staff: a parent educator and a teacher or teacher assistant on part- or full-time basis, depending on number of families served. (Example: 30 families = three groups at two hours of contact time per week = six hours.) Facilities: a room for parent discussion group and an early childhood room. Many sites use a kindergarten room after school hours. Training: a two day workshop.

Costs Materials: A Guide To Establishing and Directing the Program, $40; Parent Handbook, $10; In-center Learning Stations, $15; Children's Room Curriculum, $10; Parent Discussion-Group Curriculum, $15; At-Home Activity Kits, $45; Supplemental Home Activity Kits, $35 (all available only to adopters). Equipment: for learning stations, $390; one set of Activity Kits, $360.

Services Awareness materials are available at no cost. Visitors are welcome Monday through Thursday, day or evening, October through April, by appointment. One-day in-depth awareness presentations are available for out-of-state meetings. Two-day training work-shops are available at project site. Two-day training workshops can be conducted at adopter site. Costs of training range from $150-$200 a day. Follow-up technical assistance can be provided by telephone or visit to adopter site.

Contact ***Jeanne Chastang Hoodecheck, Program Director; Area Vocational Institute and #742 Community Schools; Parent/Child Programs. 1212 N. 29th Ave.; St. Cloud, MN 56301. (612) 253-5828.***

Developmental Funding: USOE ESEA Title III

JDRP NO. 75-48 (5/15/75)

FOCUS DISSEMINATION PROJECT: A successful secondary program for training teachers to deal with disaffected youth.

Audience Approved by JDRP for disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Description Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection.

Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to be optimistic about the future.

Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program.

All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Requirements Many replication plans are possible, ranging from staff training to enhance an existing program to a full-scale replication of the original site model. Recommended maximum for any one program is 75 students. Successful replications have been made in urban, suburban, and rural settings. The humanistic, caring emphasis of the program makes it effective regardless of the ethnic or economic factors present at the replication site.

Costs Focus staff-training manual and curriculum manual are provided at cost to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. Focus staff are generally selected from existing employees, but need release time to attend inservice training and prepare materials.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Don May; Focus Dissemination Project; Human Resource Associates, Inc.; 755 Hiway 55 W.; P.O. Box 303, Hastings, MN 55033. (612) 437-3976.***

Developmental Funding: HEW: Youth Development Act

JDRP No. 74-74 (5/29/74)

GOOD SAMARITAN DIAGNOSTIC/PRESCRIPTIVE CLASSROOM FOR HANDICAPPED PRESCHOOL CHILDREN. A multidisiciplinary team approach to the education of handicapped preschool children, including treatment. Approved by the JDRP for handicapped preschool children.

Description One classroom for moderately to profoundly handicapped children (18 months to 3 years) has been established in the Good Samaritan program. Before enrollment in the program, children are given a thorough diagnosis and evaluation, then placed in a specific teaching sequence by means of the program's prescriptive placement test. The curriculum, which is organized by developmental sequences, covers self-help, motor skills, expressive and receptive language, cognitive skills, and social skills. In addition, physical therapy, occupational therapy, speech therapy, and monitoring of each child's medical treatment are incorporated into the classroom activities.

Each classroom is staffed by a teacher and an assistant teacher. Parents, volunteers, and college practicum students help with individual instruction, and parents are encouraged to continue instruction at home as well.

Psychological services for the children and their families, as well as developmental pediatric consultation on site for the children and training in skill development and behavior management for parents are all provided by the program.

Contact ***David N. Grove, Director of Children's Programs: Good Samaritan Hospital and Medical Center; 2215 N. W. Northrup St.; Portland, OR 97210. (503) 229-7220.***

Developmental Funding: USOE BEH and Local

JDRP No. 81-12 (6/11/81)

HIGH/SCOPE PRESCHOOL CURRICULUM (fomerly Cognitively Oriented Preschool Curriculum). A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

Audience Approved by JDRP for preschool children of all abilities.

Description The High/Scope Preschool Curriculum is an open-framework model derived from Piagetian theory. The curriculum originated from one of the first early childhood intervention programs of the 1960s, the Ypsilanti-Perry Preschool Project, and was further developed with funding as a demonstration project in the First Chance Network for preschool handicapped. Through designated key experiences for children, teaching and parenting strategies, and child-observation materials, the curriculum provides a decision-making framework. Within this framework, teachers design a classroom program that reflects the expressed needs and interests of the children being served. This approach emphasizes the identification of the child's status on a developmental continuum by examining his/her strengths and accomplishments. The project views discrepancies in behavior between handicapped and nonhandicapped age peers as developmental delays, not as deficiencies. Basing their tasks on this orientation, teachers initiate developmentally appropriate experiences in the classroom that reflect the basic long-range goals of the program. These goals are: to develop children's ability to use a variety of skills in the arts and physical movement; to develop their knowledge of objects as a base of educational concept; to develop their ability to speak, dramatize, and graphically represent their experiences and communicate these experiences to other children and adults; to develop their ability to work with others, make decisions about what to do and how to do it, and plan their use of time and energy; and to develop their ability to apply their newly acquired reasoning capacity in a wide range of naturally occurring situations and with a variety of materials. The plan-do-review sequence encourages children to achieve these goals by involving them in decision-making and problem solving situations throughout the day. The teacher's role is to support the children's decisions and encourage them to extend learning beyond the original plan. Similarly, teachers rely on a basic room arrangement and daily routine designed to stimulate and support active learning.

Requirements The model can be used in an individual classroom. Inservice training for the classroom teaching team is required.

Costs The approximate cost per child for the initial year of implementation is $171 for personnel training, $55 for materials, and $23 for trainer travel. Total cost for the second and subsequent years is $48 per child. Cost calculations assume that the curriculum is being adopted by an existing program; personnel and facility costs for the classroom are not taken into account.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (expenses must be paid). Training is also conducted at adopter sites (expenses must be paid).

Contact ***Clay Shouse, Manager; Development & Services; High/Scope Educational Research Foundation; 600 N. River St.; Ypsilanti, MI 48197. (313) 485-2000.***

Developmental Funding: USOE BEH

JDRP No. 79-9 (3/28/79)

PROJECT HOME BASE. A program for "helping parents teach their own." Approved by JDRP for parents and their children ages eight months through four years. This program has also been used by parents and their children ages 5-8.

Description Project Home Base was founded on the belief that parents are their child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior, thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the needs of the parent and child. The parents then work on that task with the child during the week. As a result of the weekly contacts, the parents are better able to identify and meet their child's developmental needs and to increase their use of 10 identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected; consequently, the child will be better prepared to learn, becoming a more efficient and more effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics related to child development and parenting skills — behavior patterns, discipline, self-concept, child health and nutrition — are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

Contact ***Judy Popp, Director, or Darlene Montz, Diffusion Coordinator; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave; Yakima, WA (509) 575-3295.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-10 (1/21/75)

HOSTS Math: HELP ONE STUDENT TO SUCCEED. A diagnostic/prescriptive/tutorial approach designed for students with remediation needs in the mathematical skills of concept development, computation and application.

Audience Approved by JDRP for math instruction in grades 2-6. It has also been used in other settings with kindergarten, first-grade and junior high students.

Description HOSTS Math is a mastery learning model; however, HOSTS Math's flexibility allows it to be used in a regular classroom as well as in a compensatory setting. Students are carefully placed in a precise sequence of math skills and progress from one skill to the next as mastery is demonstrated. Teachers are provided lesson plans which emphasize the manipulative, representational, symbolic approach to learning. Small group and/or one-to-one tutoring is used to remediate the deficiencies identified by the teacher. Assessment, record keeping, and review of materials are integral parts of the program available in paper and/or computerized format. HOSTS Math has been designated as a LIGHTHOUSE PROJECT by the USDE for its use of computer technology in improving student performance.

A computerized version of HOSTS Math is available.

There is also a HOSTS reading program.

Requirements Teachers participate in three days of inservice training. Aides and tutors are subsequently trained by teachers. No special facilities or staff are needed. The required implementation materials include Teacher Guide, Record Forms, Lesson Plans, the Math Objectives Continuum, Student Worksheets, Criterion Tests, and Answer Sheets for each classroom or resource room. The district must be willing to serve as a demonstration site.

Costs Start-up cost per school is approximately $6,000-$7,800. Second year costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at the project site. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters (all costs to be negotiated).

Contact ***William E. Gibbons, Executive Director; HOSTS Foundation, 605 N. Divine Road, Vancouver, WA 98661. (206) 694-1790.***

Developmental Funding: USOE ESEA IV-C, private

JDRP No 82-8 (4/9/82)

I.M.P.A.C.T. (Improve Minimal Proficiencies by Activating Critical Thinking) A staff development project to infuse critical thinking skills into the basic skills curriculum, especially language arts and mathematics.

Audience Approved by the JDRP for seventh to ninth grade students in or near the normal intellectual range.

Description **Project IMPACT combines staff development and curriculum materials for the direct teaching of critical thinking while improving students' basic skills in language arts and mathematics. IMPACT's instructional approach has three essential components: (1) a universe of 22 critical thinking skills; (2) a model lesson format; (3) 10 teaching behaviors that activate student use of critical thinking.**

The training and materials model proven methods for integrating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying relevant and irrelevant information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p=.01$) outperform similar students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program.

Teachers are trained to easily integrate the three key IMPACT components by using sixty model lessons in either language arts or mathematics. The lessons demonstrate both planning and instructional elements. The lesson design, based on the Hunter model, incorporates the instructional elements of Orientation, Direct Instruction, Guided-practice, and Closure. The planning elements include the identification of thinking skills implicit in the standard curriculum, the prerequisite thinking skills, behavioral objectives, and materials and equipment.

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce the thinking skills (e.g. cueing, probing, and reflecting with wait-time). Trainees receive supervised practice for lesson reinforcement and integration.

Requirements **Impact training occurs at two levels.** The project recommends that a district enroll a team of teachers and their site administrators in Level I training, an intensive 18-hour inservice that models the infusion of the IMPACT approach. Level II training, for which Level I is a prerequisite, is invitational. To become a District/Site Coordinator a Level I graduate must have taught 20 IMPACT lessons, filed a plan to implement IMPACT for 1 year, been appointed by the district, and been trained at a Level II seminar.

Costs *Level I* training (18 hours) is $200/person, $500/Team of two teachers and their site administrator plus $35/person for the Training Manual. The *Level II* seminar is invitational, at no cost to any district with 30 or more *Level I* graduates. The IMPACT kit (sold to trainees only) is $150 for language Arts handbook, Mathematics handbook, Universe of Critical Thinking Skills wallchart, HELP kits for student homework, and four filmstrips with audio tapes. Trainees can request price list for separate items. An awareness videotape (16 minutes) is available on loan at no charge.

Services Project IMPACT staff arranges technical assistance and in-district training on a cost-recovery basis.

Contact **S. Lee Winocur, Ph.D., *National Director, Project IMPACT*; *Orange County Department of Education*; *P.O. Box 9050, Costa Mesa, CA 92628-9050. (714) 966-4375.***

Developmental Funding

JDRP No. 83-17 (3/8/83)

INDIVIDUAL EDUCATION PROGRAM IN PHYSICAL EDUCATION (IEP/PE): Physical Education for Handicapped Children. A program to aid in the development of physical education and recreation components for handicapped children.

Audience Approved by JDRP for special and physical education teachers of handicapped children of any age, level, or degree of handicap who require an adaptive, specially designed, or participate in a regular physical education program.

Description In order to fulfill the requirements of P.L. 94-142, physical education components must be included in the education programs of handicapped children, when applicable. The IEP/PE Program trains special and physical education teachers to increase their proficiency levels in developing physical education and recreation components pertaining to the five basic motor movements.

The intervention process requires six to eight months to implement. Adopters are provided a two-day workshop which incorporates not only familiarization with the program, but also active participation in using the model curriculum design to assess student abilities, remediate ineffective movements, and develop IEP's in physical education. Objective referenced materials range from pre-skill levels to high level sport skills. The program was developed as a model to easily incorporate into the existing curriculum or be used independently.

A Teacher Training Package, including expansion and modification of activities and games as related to the IEP/PE Program are also incorporated into the training session. Training films of efficient and inefficient movements are utilized to further enhance teacher proficiency. Telephone and written communications are maintained between adopter and project throughout the school year.

An experimental vs. control group pre/posttest was used to determine program effectiveness. Experimental group gains were significant ($p=.05$) while control group had minimal or no gains. Yearly pre/posttest data collections are a part of the program. Greatest gains are made in students enjoying and enthusiastically participating in physical education and recreation.

Requirements The IEP/PE Program may be adopted by as few as one or a maximum of 30 special and physical education teachers. Each school district represented must designate a "contact" person to act as a liaison between the adopter and the project. Multi-district and/or multi-state training is available.

Costs A minimum of two days' release time must be provided for each teacher trainee. Teachers trained and utilizing the program must have a Model Program curriculum manual, $35, and a Teacher Training Package, $10, two teachers may share materials during the training session. Training films and adapted equipment are optional.

Services Awareness materials are available at no cost. Interested individuals are welcome at the project site at any time by appointment. Project staff are available to attend out-of-state awareness meetings, regional or national conferences, or training sessions (costs to be negotiated). Follow-up visits are available (costs to be negotiated).

Contact Mrs. Coy Clement, IEP/PE Program Coordinator; UAF/USC; Benson Building; Columbia, SC 29208. (803) 777-4455.

Developmental Funding: South East Regional Resource Center

JDRP No. 81-41 (12/15/81)

Project INSERVICE (formerly Positive Attitudes Toward Learning (PATL)) is a comprehensive teacher inservice training program which directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.

Audience Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

Description Project INSERVICE identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs thorugh the use of classroom based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning their use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three or four month period. Completion of all four kits requires approximately two years.

PROCESSES OF LEARNING KIT provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. CLASSROOM COMMUNICATION AND MANAGEMENT KIT provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. ACTIVE INVOLVEMENT KIT provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning and other learning activities. INDIVIDUALIZED INSTRUCTION KIT provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project INSERVICE. Data indicates a significant improvement in each of the following areas as a result of Project implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self esteem.

Requirements Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

Costs Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors includes travel cost and per diem for one trainer plus $100 per day.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff are available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters.

Contact *John D. Zirgus, Ph.D, Director, or Charles Pelan, Inservice Specialist, Bethalto Unit #8 Schools; 332 E. Central; Bethalto, IL 62010. (618) 377-7213.*

Developmental Funding: USOE ESEA Title III

JDRP No. 79-26 (5/16/79)
Recertified (1/88)

INTERACTIVE CURRICULAR EXPERIENCE. A process approach to developing individualized programs for the handicapped student using home, school, and community resources. Approved by JDRP for the trainable mentally handicapped, ages 3-21.

Description Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers. Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security Card, a job, a driver's license, etc.) Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of ten minutes per week at home on the same objectives. Parents and community members take part in the processes of setting student goals and of adapting existing curricular materials to assist students in reaching these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

Contact *Susan C. Goodall, Project Director; Margaret K. Lewis Center; 1527 Lincoln Avenue; Panama City, FL 32405. (904) 785-7608 or 763-8036.*

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 80-3 (4/22/80)

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center. A basic skills program with built-in motivation and emphasis on mastery of basic skills and small group instruction. Approved by JDRP for children in grades K-3 and their parents.

Description The Kansas City Follow Through Program begins organized instruction at the kindergarten level and continues through grade 3. Emphasis is placed on mastery of basic learning skills and small group instruction. A positive reinforcement system is used to motivate children to learn. The system motivates children to work harder, learn more and feel good about themselves. Follow Through children are achieving on the average at, or above the national norm in reading, math, and spelling.

Inservice training is provided at no cost for teachers ad administrative staff at adoption sites. Training includes identifying, clarifying, and implementing instructional objectives as determined by diagnostic evaluation. Training extends to the implementation of an effective motivational system and the use of appropriate teaching techniques.

Contact *Mattie C. Story, Project Director; 1211 McGee, Room 814C; Kansas City, MO 64106. (816) 349-7791.*

Developmental Funding: USOE Follow Through

JDPR No. 77-130 (8/22/77)
Recertified (1/85)

LEARNCYCLE: Responsive Teaching. An intensive teacher-training program developing flexible, effective skills for managing and teaching mainstreamed or high-risk students.

Audience Approved by JDRP for teachers of special education or mainstreamed students grades K-9, and teacher trainers and consultants.

Description The program includes two levels of training. Responsive Teaching for Mainstreaming and Accountability comprises a variety of reinforcement-based teaching techniques, including precision teaching, contingency management, and token economies. Through lecture, demonstration, role playing, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs to meet changing student needs and observe recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications may include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems for monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers; and simple curriculum adaptations. What implementation is chosen depends on students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist the support of a whole class for program success with one or two high-risk students. Further, teachers are trained in an overall problem-solving method that allows them to adapt the program instantly to new situations.

Training to Train allows districts that desire an ongoing training capacity to have graduates of the first course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation. A Behavior Analysis Mainstreaming Model allows participants to relate student needs and training and support needs to available support services in developing a comprehensive mainstreaming plan.

Requirements No special staffing or facilities are required. For classroom implementation, an adopting unit is an individual teacher. Training for teachers: one three-day sequence. One to two months after training and at six-month intervals thereafter, teachers submit brief data on student behavior change. Training for turnkey trainer or consultant in a position to offer back-home training to colleagues: one two-day sequence in addition to three-day teacher's sequence. Certification is contingent on completion of follow-up activities tailored to adopter setting.

Costs Learncycle Teachers Manual, $10 (less in large quantities). Adopter shares cost of project staff travel, per diem, and time. Per-learner cost of program implementation: $0-$5 per year, depending on individual adopter and population served. Cost of training for adopter staff by turnkey trainer or consultant: commensurate with local costs for inservice.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site or for a group of adopters at a common site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Keith Wright, Highline Public Schools; Washington State Facilitator; 15675 Ambaum Boulevard, S.W.; Seattle, WA 98166. (206) 433-2453.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-53 (3/24/74)

LEARNING TO READ BY READING. A method of teaching reading to low achievers at upper-elementary through junior college levels who have not progressed with conventional methods and materials.

Description The program is a multimedia system for teaching reading, applicable to students reading below 3.0 Grade Placement Level, including nonreaders, and effective through 6.0 GPL. Reading with Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips) to be used in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended). Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics and furnishes an opportunity for assessment of reading progress. Read-along materials (43 short stories and 40 half-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher-training program.

Contact *Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-37 (4/29/74)
Recertified (2/85)

LIVING INDEPENDENCE TRAINING. A special education program teaching daily living skills. Approved by JDRP for severely/profoundly retarded students.

Description The program enhances the daily living skills of retarded students through a group teaching approach. The curriculum provides for daily teaching in seven self-care areas including: haircare, handwashing, eating, toileting, toothbrushing, bathing, and dressing. Each activity contains five "Molar Steps" through which a student logically progresses in completing the task.

"Molar Task" instructions are short and concise so as to be easily understood by the learner and easily remembered by the trainer. Teacher/trainers are provided with reponse definitions which specify the criteria that must be met for each task. This ensures that every trainer expects the same standard of performance.

Students are heterogeneously grouped by independence levels within small groups determined by the physical environment, allowing teachers to supervise various levels simultaneously.

Program participants demonstrate significantly greater gains (p .01) in functional independence as measured by the LIT Daily Rating Scale and the Self Care Assessment (SAS).

Contact ***Ms. Dee Maas; "Living Independence Training", Wheat Ridge Regional Center, Wheat Ridge, CO 80033. (303) 424-7791.***

Developmental Funding: ESEA Title IV-C

JDRP No. 83-53 (1/24/84)

MACOMB 0-3 REGIONAL PROJECT: A Rural Child/Parent Service. A project that provides home-based remedial and educational services to handicapped young children and their parents in rural areas. Approved by JDRP for children from birth to age three and their parents.

Description The program has two main goals: to provide an effective educational and remedial program for the optimal development of handicapped infants and children in rural areas, and to help parents who live in rural areas acquire skills and knowledge that will make them more effective in dealing with their handicapped child. The project is based on the assumption that parental involvement and cooperation, and enthusiasm and coordination among the persons who work with the child and family are all essential. The components of the Macomb 0-3 Model includes Home Visits, Sharing Centers, WADE (Water Activities for Developmental Enhancement), Core Curriculum, Program Evaluation, and Transition. Staff requirements for a Macomb 0-3 Program include a Child Development Specialist (CDS) who acts as case manager and works closely with the children and their families. Parents are involved in the early intervention program in a variety of ways. During weekly home visits the CDS and parents work as a team with the child. Parents also participate in the planning of biweekly or monthly Sharing Centers, which are located in community buildings or homes and which function much like cooperative nursery schools, providing opportunities for families to get together for enjoyable learning activities. The Piagetian-based Core Curriculum is an integral part of the Macomb 0-3 Model. Activities are planned to obtain goals in gross motor, fine motor, cognition, social, communication, and self-care.

Contact ***Patricia Hutinger, Director; Macomb 0-3 Project; 27 Horrabin Hall; Western Illinois University; Macomb, IL 61455. (309) 298-1634.***

Developmental Funding: USOE BEH

JDRP No. 80-8 (6/17/80)

MAPPS: Multi-Agency Project for Pre-Schoolers. An intervention program for delayed infants and young children. Aproved by JDRP for delayed children from birth to age 5 and their parents. Also appropriate for center-based programs for delayed preschoolers.

Description The Multi-Agency Project for Pre-Schoolers is a home-and community-based intervention program for delayed children in rural and remote areas, where professionals trained to work with handicapped children are often lacking. More recently, urban and minority populations, including native Americans, are now using the MAPPS model successfully. The program makes it possible for parents to act as intervention agents for their own children from birth to age 3 by providing a detailed and specific curriculum, training in its use, and weekly monitoring. The program makes the use of existing preschool and community day-care services practical by providing curriculum materials and training for parents and teachers of children 3-5.

A key component of the MAPPS Project is the Curriculum and Monitoring System (CAMS), which covers six curriculum areas: receptive language, expressive language, motor development, self-help development, pre-academic skills, and social-emotional development. The system includes six sequenced curriculum programs with detailed teaching instructions appropriate for use by persons of various backgrounds, a manual providing an overview of the CAMS model and explaining the procedures for use of the curriculum programs, tests to determine where each child should be placed in each program, and an introductory slide-tape presentation. Behavioral principles, particularly those related to programmed instruction, were the basis for the design and development of these materials.

Contact ***Glendon Casto; Project Director, (801) 750-2000; Adrienne Peterson, Training Coordinator, (801) 750-2019; Utah State University, Developmental Center for Handicapped Persons, Logan UT 84322-6825.***

Developmental Funding: USOE BEH

JDRP No. 80-7 (6/17/80)
Recertified (4/85)

MARC: MULTISENSORY APPROACH TO READING AND READING READINESS CURRICULUM. Emphasis on slow pacing of skills and diagnosis of student needs. Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators.

Description Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called the Linkages, which integrates auditory, visual and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, an alphabet sound pack, readiness skill sheets and a poetry book, language master alphabet cards, and an alphabet drill pack. First-grade materials emphasize linguistic word families, decoding and work attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex. The transition to commercial basal reading materials is easy once children complete the series.

Contact ***Annie Ruth Perryman, Director; Project MARC; P.O.Box 98; Crawfordville, FL 32327. (904) 926-7909.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-7 (3/16/79)

MARRS: MAINSTREAM AMPLIFICATION RESOURCE ROOM STUDY. Project MARRS uses sound field amplification technology to enhance instruction, lessen teacher voice fatigue and improve student academic achievement in basic skills.

Audience Approved by JDRP for basic skills instruction for students with mild hearing losses grades 4-6. The program has been used in regular and special education classrooms early childhood through grade 12.

Description Project MARRS uses the technology of sound field amplification of the regular or special education teacher's voice in the presentation of the school's regular curriculum. Amplification equipment is installed in the classroom and the teacher wears a cordless microphone which permits freedom of movement in the classroom. The amplification equipment allows the instructor to maintain a consistent signal approximately 10 decibels above the average ambient noise level in the classroom. Thus an improved listening environment is created for all students. This amplification enhances the clarity of oral instruction, promotes student attention, lessens teacher voice fatigue and increases academic achievement scores, particularly for students with mild (often unidentified) hearing losses.

Data from the original study suggests 30% of all students in regular classrooms and as many as 75% of special education students have educationally significant hearing losses, many of which are undetected by routine school hearing screenings. MARRS provides a cost efficient alternative/ supplement to resource room instruction for mainstreamed mildly handicapped students as well as an effective environmental modification to benefit all students and teachers. The use of amplification in no way alters the teacher's mobility and no modification of instructional techniques, scheduling, curriculum, or use of facilities or materials is required.

Requirements Install and use sound field amplification equipment in classroom. No special staff or curriculum materials required. Release time for inservice is not ordinarily required.

Costs 1) One time purchase of sound field equipment, appoximately $1,500 per classroom. Cost per student varies with the number of children in amplified classrooms and decreases with subsequent years as equipment continues to be used. 2) Portion of costs (to be negotiated) for delivery, installation and in-service of local staff by project personnel. 3) Maintenance estimated less than $35 per year per classroom.

Services An NDN funded Developer Demonstrator Project. Awareness materials are available at no cost. Visitors are welcome at Project sites any time. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Helen Ray, Director, Project MARRS, Wabash & Ohio Valley Special Education District; Box E; Norris City, IL 62869-0905. (618) 378-2131.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-27 (7/28/81)

MECCA: Make Every Child Capable of Achieving. An intervention program for vulnerable children (with a deficit in a skill area) in regular classes in their first years of schooling. Approved by JDRP for kindergarten and first grade.

Description In the MECCA program, a learning disabilities teacher, with the help of the classroom teacher and a classroom aide, provides observation, profiling, and intervention within the regular kindergarten classroom for children with potential learning problems. The program utilizes a team made up of a special education teacher, a classroom teacher, and an aide, who together analyze the activities of the curriculum into the tasks that a child must accomplish in order to be successful in the activity. The purposes of this task analysis process are to think about what is asked of the child and to observe where the child is successful and where he/she needs help. The intervention aspect of the MECCA program is based on the principle of beginning at the level where the child achieves success and proceeding sequentially through the difficult steps to new successes. After the initial training period, the classroom teacher and the special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

Contact ***Peter R. Chester, Supervisor; Meriden Public Schools; City Hall; Meriden, CT 06450. (203) 634-0003, ext. 317.***

Developmental Funding: USOE BEH Title VI-G

JDRP No. 77-111 (3/23/77)

MODIFICATION OF CHILDREN'S ORAL LANGUAGE. A special program for training staff to work with students having language disabilities.

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

Requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

Costs The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Betty H. Igel; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.***

Developmental Funding: USOE ESEA Title III

JDRP No. 6 (4/16/73)

MOUNT VERNON TV READING AND COMMUNICATION. A program to improve student reading skills.

Audience Approved by JDRP for grades 4-8.

Description The Mount Vernon TV Reading and Communication project uses popular commercial TV to teach academic and underlying psycholinguistic skills. Network videotapes with diverse production elements are used in the classroom or communication studio to provide concrete visualization and pronunciation of sophisticated vocabulary.

Lessons plans are prepared from the actual scripts used by TV producers and include skills related to social studies, oral language, reading, writing, and skills that affect learning rate such as memory, grammar, and visual and auditory integration. By creating new characters, plot twists, and endings, students develop their writing skills. Teachers use rapidly paced oral response drills designed to increase accuracy in articulating, listening, handling complicated syntax, and master vocabulary meaning. Program techniques enable teachers to continuously assess lesson mastery, to correct responses, and to monitor student ability to transfer skills taught in the auditory-vocal channel to the visual-motor channel. Students move through increasingly difficult levels of reading material as they practice the previously taught strategies on supplemental material.

Teachers and students learn how to operate specialized equipment — TV camera, videotape recorder, and TV monitor—for use in learning, processing, and expressive activities. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatizations.

Students produce their own documentary on a topic related to the script. Choosing from a wide range of levels, students read and prepare "book" commercials to try to sell to their peers the idea of reading that book.

Requirements Teachers attend a three-day training workshop. During program implementation, a documentary production workshop is given by the demonstration staff. After program implementation, three follow-up visits are made by demonstration staff. A communication studio can be set up in a corner of a classroom or in a separate room into which classes are scheduled. Students can be taught in heterogenous or remedial groups of 8-30 pupils at least three times per week for a minimum of 120 minutes. Adoption commitment to key components must be made by adopting district's superintendent.

Costs No new personnel need to be hired since the program uses existing staff. Installation costs are approximately $2,500. Schools with existing video equipment and materials do not have minimal installation costs. Training and monitoring costs approximately $1500 plus travel and lodging. An additional $100 fee per teacher provides training manuals, lesson plans, student scripts, and videotape copies. In subsequent years, $2.50 per pupil should be set aside to duplicate worn out scripts and batteries, as well as money for equipment repairs.

Services Awareness materials are available at no charge. Staff can attend awareness conferences. Visitors are welcome by appointment. Training at replication sites is available under certain conditions. Two visitations by the demonstrator will be arranged the first year.

Contact ***Mrs. Jacqueline Van Cott Barra; Mount Vernon TV Reading and Communication Project; Pennington Grimes Center; 20 Fairway; Mount Vernon, NY 10552. (914) 668-6580.***

Developmental Funding: USOE ESEA Titles III and IV-C

JDRP No. 82-16 (4/29/82)

NEW ADVENTURE IN LEARNING: Success Strategies for Reading and Language (NAIL). Comprehensive language arts and classroom discipline. Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has also been used in other settings with grades 4-8.

Description This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive and language experience techniques more commonly used by reading clinicians.

This program is a combination of individualized techniques and basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit, are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days for these workshops depends on the number of components chosen.

Contact ***Freda Wynn, Director; New Adventure; W.T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 488-7584.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 (5/23/74)

NORTHWEST SPECIAL EDUCATION (NWSE). A systematic way of training classroom teachers to focus on specific learning disability (SLD) students.

Audience Approved by JDRP for students with specific learning disabilities, grades 1-8. This program has also been used in other settings with grades K and 9.

Description Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have specific learning disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers to comply with the "Bill of Rights for the Handicapped," P.L. 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs.

Specialized learning disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach are required.

Project NWSE provides a framework for personalizing instruction. The critical elements are assessment, programming, and evaluating. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. The teacher approaches the child in a systematic way to determine how to teach him/her effectively. The requirement of specificity in planning, reporting and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, limitations, and the specific classroom situational factors that the student encounters. The project format enables the learning specialist to help teachers develop the ability to conceptualize a child's problem.

Requirements The project requires educators who are willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment to be demonstrated by provision of a completed needs assessment, release time for staff development, and budgeting of funds for materials and travel. The program may be implemented by classroom teachers with support from special education personnel. Technical assistance and staff training are necessary prior to and during implementation, with follow-up, and with monitoring activities. Requires no reassignment of personnel, extra space, or facilities.

Costs Start-up costs for training and testing materials: approximately $50 per teacher. Maintenance cost: approximately $3 per pupil. Permission to reproduce project-developed materials is given. Other costs: staff release time and substitutes: space for training and follow-up activities; trainer's time, travel and per diem for trainer (at adopter site) or for adopter (at project site).

Services Awareness, training, and follow-up materials and services are available on a limited basis (costs to be negotiated).

Contact ***Joan Bonsness, Project Director; Northwest Special Education; R.R. #1, Columbus, ND 58727. (701) 939-6501.***

Developmental Funding: USUO ESEA Title III

JDRP No. 75-7 (1/15/75)

OKLAHOMA SECONDARY LEARNING DISABILITIES PROJECT. An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

Audience Approved by IDRP for learning-disabled students in grades 7-12.

Description The major goal of this project is to provide each identified learning disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

One of the major reasons for success is that not just resource room teachers, but regular content teachers and support staff are involved in the training. Since most schools already have the basic components, such as a resource room in place, the actual training is intended to improve the existing structure of the school through increasing the communication between the regular content classes and the resource room.

The newest component of this project is the prescriptive use of computer assisted instruction in the resource room setting. This project has designed some of our own computer programs that are low in cost, but care has been taken to make them interesting and challenging as well as motivating to the student.

Requirements A classroom to use as a learning lab. A certified LD teacher to staff the learning lab. A two-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project.

Costs The cost for adopting the project is simply travel, lodging and per diem for one trainer during the two-day training, and one follow-up visit, $8 Training Manual for each participant. Dissemination products developed by our staff are available to further enhance the effectiveness of the adoption. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, filmstrip viewers, calculators) is commonly found in learning labs.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training at project site is conducted (all expenses must be paid), or training is also available at adopter site (all expenses must be paid, including cost of Training Manual). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Cella Mowery, Oklahoma Child Service Demonstration Center, 101 West Broadway, Cushing, OK 74023. (918) 225-4777 or 225-1882.*

Developmental funding: USOE, BEH, and Title VI-C

IDRP no. 78-103 (10/15/79)
Recertified (11/84)

PACKETS TO ASSIST LITERACY (PALS). A program to increase reading comprehension in four literacy need areas—employability skills, health, money management, and food preparation. JDRP approved for grade 7-12.

Description PALS materials are designed to provide a multi-level system for improving functional literacy in four specific content areas. Within each need area, comprehension skills are addressed by three exercise types. These exercises were constructed at each of six reading difficulty levels for each content area. Thus, student materials are made up of three kinds of exercise packets at six reading levels in each of four literacy need areas. Entry level into the PALS system is determined by placement test results. Within each need area, comprehension skills are addressed by three exercise types. Word recognition/meaning exercises use several strategies for teaching 100 special vocabulary words at each level in each content area. Sentence/section meaning exercises teach and give practice in understanding syntactic relationships using the learned specialized vocabulary. Reading exercises give specific practice in using context clues to increase comprehension; 10 specialized vocabulary words appear in each of the 20 passages at each level. Normal language patterns have been maintained, and cartoon illustrations enhance the attractiveness of the materials. Exit to the next level is achieved when a student exhibits 90% literal comprehension on three consecutive reading exercises. Students work in only one content area at a time and, depending on entry level and rate of progress, can continue work in PALS for several continuous months without repeating an assignment.

Contact *Kay Crawford, Panhandle Area Educational Cooperative, 491 West Boulevard, Chipley, FL 32428. (904) 638-4131.*

Developmental Funding: USOE ESEA Title IV-C

(JDRP No. 81-40 (12/16/81)

PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School). A program, available to all four-year-old children and to high-risk three-year-olds, structured to increase each child's chances for success in school. Approved by JDRP as a program for four-year-olds, including those with special problems.

Description The overall objective is to increase each child's chances for success in school, with a particular concern for locating and treating children with special problems. Saturday School has four major components. The first unites assessment with diagnosis and follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. The second component is a three-hour school "day" on Saturdays. Four-year-olds rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Ninety-three percent of the parents assist in teaching in Saturday School. The third component involves weekly one-hour home visits which include two or three neighboring children and their parents. Home visits are provided to all children, with additional ones by a teacher-specialist for those with special problems. The fourth component consists of home teaching by parents, who receive a weekly home activity guide suggesting learning "games". Child Development Consultants provide consultative services: they work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training during the year. Staff development is a continuous process. Student achievement in language and cognitive skills averaged 10-12 months a year.

Contact *Marion M. Wilson, Director, Early Education Program, Ferguson-Florissant School District, 1005 Waterford Dr., Florissant, MO 63033. (314) 831-8600 or (314) 831-8798.*

Developmental Funding: USOE ESEA Title III

(JDRP No. 79-67 (5/29/79)

PARENT READINESS EDUCATION PROJECT (PREP). A program designed to identify preschool children with potentially limiting problems and to develop language, auditory, visual, and motor skills in these children.

Audience Approved by IDEP for preschool children with developmental delays and for parents and high school seniors.

Description PREP is appropriate for all preschool programs including special education, Head Start, and Chapter I programs. The goals of PREP are to identify preschool children with potential learning problems and develop a plan of remediation, to teach parents how to develop the skills necessary for academic achievement by these children, to teach child development and management techniques, and to train high school students for effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 52 families. The model has been successfully adopted in inner-city, suburban, rural areas, and diverse socioeconomic areas throughout the United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

All children are tested in the fall of the year before they enter kindergarten. Based on indications of potential learning problems and parental willingness to participate, 52 children are selected. The children attend PREP one morning a week in groups of 14. Activities that the parent and child do together at home are the key to skill development. Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are emphasized in the classroom and home curriculum. One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concept during the second semester. The high school students also attend weekly seminars and receive course credit in child development. PREP can be adopted/adapted to existing preschool programs by adding a parent and home curriculum component and an organized preschool curriculum.

Requirements Staffing to reach 52 families requires two teachers, one part-time assistant, and one part-time aide. Training sessions last three days. A large classroom equipped for young children and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

Costs Cost of training manual, $20.00; professional resource materials, $75.00. Cost of trainer negotiable.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Diane K. Bell, Ph.D., Project Director, Redford Union School District No. 1, 18499 Beech Daly Rd., Redford, MI 48240, (313) 535-2666, ext. 297 or 282.*

Developmental Funding: ESEA Title II IDEP No. 79.01 (5-79)

PEECH: Precise Early Education of Children With Handicaps. An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Audience Handicapped children ages 3-6 and their families.

Description The PEECH Project serves handicapped children ages 3-6 functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based screenings for all young children. Also integrated into the program are children who have no special educational needs. These children serve as models for language, cognitive, motor and social skills. Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Program features include a low student/teacher ratio, a positive approach to behavior management, extensive training and involvement of paraprofessionals as teachers, a carefully structured learning environment, and precise planning and evaluation of daily individualized teaching sessions. Families are involved through an extensive individualized program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents and their children.

Research findings on the program effectiveness of the PEECH Project indicate that a reversed mainstreamed preschool program which provides classroom instruction based on developmental assessment of functioning can provide young handicapped children with the social and academic skills needed to perform adequately within regular elementary school classes (Karnes et al. 1981).

One staff member should be assigned the responsibility (and time) for coordinating screening, child assessment, classroom programming, staff training, and evaluation, and for acting as liaison with the PEECH demonstration site. Optimal staffing consists of one head teacher and one paraprofessional, with ancillary services from a speech and language therapist, psychologist, social worker, and occupational therapist, but a basic program can be implemented by a trained teacher and a paraprofessional if other support staff is available in the community.

Requirements Adopters must independently identify a source of funding and administrative support for the hiring and training of staff, for screening and identifying children, for providing classrooms for the program, and for administering a battery of pre/post-tests to all participating children.

Costs Project-developed materials are provided to adopters at a minimal charge. A wide variety of commercially available instructional materials already found in most preschool classrooms is used.

Services Awareness materials are available at a minimal cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted by means of 12-16, two- or three-hour workshops/site visits.

Contact Merle B. Karnes, Director, PEECH, *Institute for Child Behavior and Development, University of Illinois, Colonel Wolfe School, 405 East Healey, Champaign IL 61820-5598. (217) 333-4090.*

Developmental funding: USOE BEH

IDRP No. 75-74 (11/10/75)

PEOPEL: Physical Education Opportunity Program for Exceptional Handicapped Learners. A success-oriented P.E. program featuring supervised peer-tutors (student aides) and individualized learning and instruction.

Audience Approved by JDRP for handicapped students and nonhandicapped peer tutors, grades 9-12. This program has also been adapted for use in middle and elementary schools.

Description Project PEOPEL was developed to help schools meet the needs of both handicapped (exceptional) and nonhandicapped students through peer tutoring in a success-oriented physical education experience. PEOPEL is designed for students who because of some physical, mental, social, or emotional condition will benefit more from an individualized program than from general physical education. Through individualized learning in physical education, students develop mental, social, emotional, and physical abilities at their own pace. The emphasis on the individualized learning of a variety of physical activities is made possible by utilizing peer-tutors, called PEOPEL Student Aides, who have completed a special training/orientation class and are under the direct supervision of the physical education teacher. This provides a one-to-one instruction ratio in a coeducational setting with up to 30 students per class (15 exceptional learners and 15 student aides). Each student experiences fun and daily success in a variety of individual, dual, or team activities. The organization of PEOPEL Teacher's Guide has 35 separate Units of Instruction, which were developed with task-analyzed performance objectives. Unit of Instruction Performance Objectives are included for history, basic rules, etiquette, terminology, safety, and skill progressions. Other PEOPEL materials are the Administrative Guide and Student Aide (peer-tutor) Orientation Guide.

PEOPEL inservice training is designed to assist physical education teachers and support staff in implementing the peer teaching components of PEOPEL within their school. Training encompasses both administrative and instructional considerations, as well as short- and long-term planning. Staff training participants include an administrator, counselor, special educator, physical educator, and school nurse from each adopting school. One day of staff training is required. PEOPEL classes with the use of student peer-tutors, have demonstrated significantly better gains in physical fitness and attitude scores as compared to adapted P.E. classes without peer-tutors or student aides.

Requirements Program implementation is flexible according to the needs of students, a class, a school, or a district. Instructional procedures enable a school or district to implement PEOPEL with student aides and exceptional students with varying abilities in grades 9-12. No special equipment or facilities are required. Inservice training is designed to meet the needs of the participating teachers, programs, and schools. With inservice training, existing teaching personnel who have a sincere interest can implement the program.

Costs Training materials (PEOPEL guides, manual, and assessment charts) at no cost to participant. Training materials provide administrative and instructional guideline considerations for programming in physical education with trained student aides. Other materials and costs available upon request. Implementation costs based on teacher's salary at 30:1 student-to-teacher ratio. General physical education equipment is used.

Services Awareness materials are available at no cost. Visitors are welcome at project site during school year by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at PEOPEL project site (adopter pays own travel costs). Training is also available at adopter site (all travel expenses must be paid). Follow-up services are available to adopter as needed.

Contact *Dan Arrendondo, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 231-3867. Larry Irmer, Coordinator; 3839 West Camelback Rd.; Phoenix, AZ 85019. (602) 841-2124.*

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 79-10 (3/28/79)

PEORIA 0-3 PROJECT—Replication of an Interdisciplinary Approach to the Early Education of Handicapped Children Ages 0-3. A medical/educational model delivered in the home by parents with assistance from professionals.

Audience Approved by JDRP for handicapped infants ages 0-3, and persons dealing with this population (occupational/physical/speech therapists, parents, home trainers, teachers, social workers, psychologists/administrators, and volunteers).

Description The ongoing direct service program serves children 0-3 at risk, mentally retarded, and/or orthopedically handicapped. The service program includes a diagnostic and evaluation service, Individual Educational Program (IEP) planning, direct service, home-based programming (including occupational, physical, and speech therapy when appropriate), parent support systems, and a class for 18- to 36-month-old handicapped infants. Based on results of the Functional Profile, a project-designed tool assessing a child's functioning levels in six basic areas, the child's developmental program is designed by the parent and an interdisciplinary team composed of a social worker, a child development specialist, and occupational, physical, and speech therapists. This plan is reviewed weekly. Each discipline contributes activities, called targets, to the home program plan. The child development specialist takes weekly target lessons into the home, presents the lesson to the child, models it for the parent, records the child's baseline performance, and explains procedures for recording the child's response on an activity chart. Continuous monitoring of the activity chart, coupled with information from parents, permits appropriate changes in instructional strategies. Since many children in the program are multiply and/or physically involved, ongoing medical supervision is provided, and outpatient physical and occupational therapy services are available. Individual parent counseling sessions are available, and ongoing parent discussion groups are maintained. Modeled on the direct service program, the training program assists in agencies serving children ages 0-3 to develop or upgrade services to handicapped infants and toddlers. Individually designed to meet the needs of the local agency or community, training involves an intensive two- or three-day initial workshop and four to six days of follow-up at adopter site.

Requirements Adopters must currently be serving infant/toddler population. Staffing required for a 20-child program: a child development specialist (full-time), a speech therapist (part-time), and an occupational and/or physical therapist (part-time). Access to a diagnostic and evaluation clinic is required. Adopters must work with parents. Project focus is to provide comprehensive services. Individual components can be adopted, subject to needs assessment of the individual community. Two or more components must be adopted/adapted to be considered an implementation. A minimum one-year commitment is required.

Costs Start-up cost of the direct services program for 20 children: $1,200-$2000; this figure includes books, materials, and equipment. Approximate cost of the home-based component per child per year, including therapy, is $2,000. Cost of training for LEAs depends on the amount of federal funding available to support the effort.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to e negotiated).

Contact *Project Director: Peoria 0-3 Project; United Cerebral Palsy of Northwestern Illinois and Peoria Association for Retarded Citizens; 320 E. Armstrong; Peoria, IL 61603. (309) 672-6358.*

Developmental Funding: USOE BEH

JDRP No. 79-1 (2/15/79)

PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORIENTED CHILDREN. A model for expanding speech therapy delivery through training of paraprofessionals as communication aides. Approved by JDRP for speech clinicians and administrators.

Description The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech difficulties. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85% of their time in group speech sessions and only 15% in individual therapy sessions. Two years after the project started, these figures were almost reversed with 83% of the treatment in individual therapy and 17% in group.

Contact *Kenneth D. Barker, Supervisor; Clinicial Speech Services; Area Education Agency #16; 509 Melrose Ct.; Burlington, IA 52601-1998. (319) 753-6561.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-117 (12/6/74)

THE PORTAGE PROJECT: A Home Approach to the Early Education of Young Children. A home based model serving multicategorical handicapped children from birth to six years of age.

Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and non-handicapped Head State home-based programs.

Description The Portage Project, a home-based program for preschool children and their families uses the precision teaching methodology to deliver comprehensive, data-based, parent teaching services. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home teacher working with parents on a weekly basis to assess, plan and teach developmental skills.

Parents observe and practice weekly teaching activities with the guidance and support of a home teacher. Activities are individually designed to meet the developmental needs of the child, and the desires, interests and cultural mores of the family. The home teacher and parent discuss and choose long and short term goals for the child and then develop the appropriate teaching sequences to reach those goals. Child progress is recorded weekly and activities are modified when necessary to assure that the child is consistently reaching the goals set.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services portion of the project has been locally supported by the 21 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The project has received funding from the Special Education Programs branch of the Office of Education and the National Diffusion Network to provide training and technical assistance to schools and agencies wishing to establish home-based early childhood services.

Requirements Administrative commitment to involve parents in the early education of their children is a prerequisite for successful implementation. At least one teacher is needed who has the time and willingness to work with parents. Resource personnel should be available to assist in assessment and curriculum planning. Initial training consists of 3 to 4 days of intensive instruction in the model components. Training can take place either at Portage or on-site. One yearly follow-up visit is usually scheduled.

Costs Training costs are negotiable. They typically include travel and per diem for the trainer/s or travel and housing for trainees if off-site. Training materials are supplied at no charge. Implementation costs vary greatly depending on the size of the program and the location of the school district but range from $1200 to $2100 per pupil per school year (data secured from adoption sites).

Services Adoption training can occur either in Portage or at the interested agency's site. One to three day workshops in any of the model components such as curriculum planning, behavior problem prevention, or working with parents can be arranged (costs to be negotiated). Implementation and follow-up services are available to adopters. Project staff are available for out-of-state awareness and conference presentations. Awareness materials are available at no cost. Project instructional materials are available at nominal costs. (Please send for updated costs and ordering information).

Contact ***George Jesien, Outreach Director; Portage Project; 626 E. Slifer St.; Portage, WI. 53901. (608) 742-8811.***

Developmental Funding: USOE SEP,NDN

JDRP No. 75-5 (11/10/75)
Recertified (1/85)

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior in secondary students.

Description Major activities of the PASS program include individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students, affective education and personal development programs for students and teachers, time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments, individuals and group counseling for students experiencing serious interpersonal confrontations, and counseling for parents. "Staff Development for a Positive School" and "Communication Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

Contact ***John C. Kackley, Supervisor/Consultant, or Ralph E. Bailey, Ph.D., Director; Project PASS; Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 823-6696, ext. 45.***

Developmental Funding: USOE ESEA Title III

IDRP No. 74-116 (12/6/74)

PRECISION TEACHING PROJECT. A precision teaching model designed to remediate and build basic skills through practice and drill, setting performance standards, continuous measurement, and data-based decisions.

Audience Approved by JDRP for all students, grades K-4. It has also been used in other settings and the State of Montana has validated the use of Precision Teaching in grades K-12.

Description The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only in identifying these students, but also as remediation tactics. (Precision teaching is a set of measurement procedures based on direct, daily assessment.) A resource room is provided for students with more severe learning deficits, while the regular classroom deals with basic skills and minimal problems. One-minute practice sheets are used extensively as a means of building basic tool skills to a level where students are capable of competing within the regular classroom. Direct and daily measurement procedures are employed, using both the manager and the student in recording and charting. Curricular decisions are based on available data.

Resource teachers as well as regular classroom teachers use the precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

Requirements An adoption commitment can be made by any unit—district, school, or classroom. For on-site training, units should be limited to 20, and for off-site training to 30. Adopting units should include building or program administrators, support personnel (e.g., psychologist), and regular and/or special education teachers. Initial training requires two to three days and is available at project or adopter site. Additional follow-up training (three days maximum) is provided at adopter site. In most cases existing facilities can be used. Adopting units agree to implement all five components.

Costs Training Manual Packets $15 (one per trainee); chart paper, $38 per ream (two sheets per child); Materials Directory, $6 (one per school); practice sheets, $.10 per sheet (minimum of 500 sheets). Optional: One-minute timer, stopwatch, or timing tape (one per trainee); Implementation Handbook, $6 (one per school); Mathematics Notebook, $39 (one per school, includes 500 practice sheets); Language Arts Notebooks I and II, $52 each (one per school, include 500 practice sheets each). Equipment costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state meetings (costs to be negotiated). Training is conducted at project site between October and April (all expenses must be paid, including a $250/day training fee and cost of training materials). Training is also available at adoptor site (costs to be negotiated). Implementation and follow-up services are available to adoptors (cost to be negotiated).

Contact ***Ray Beck, Project Director, Precision Teaching Project, 3300 Third Street Northeast; Great Falls, MT 59404. (406) 791-2270***

Developmental Funding: USOE ESEA Titles III and IV-C

IDRP No.75-25 (5/6/75)
(5/17/79)

PREVENTION OF LEARNING DISABILITIES: An Interdisciplinary Model. A program to prevent the cognitive and emotional effects of learning disability by early identification and educational intervention.

Audience Approved by JDRP for children in grades 1-2. This program has been used in other settings with children in kindergarten and clinically with older children who have neuropsychological deficits.

Description The program provides a three-part approach to the prevention of learning disabilities: scanning, diagnosis, and intervention. Scanning locates vulnerable children through SEARCH, an individual 20-minute test administered by teachers and educational assistants to all children in kindergarten or early in first grade. SEARCH taps the neuropsychological precursors of learning problems in young children, yielding data required for setting intervention priorities, allocating diagnostic services, and building teaching plans to guide intervention. Raw test scores may be evaluated either by age or local norms. Age norms permit comparison of a child's score with a broad reference group: the standardization sample of 2,319 children from intact kindergarten classes in inner-city, suburban, small-town, and rural areas. Local norms permit comparison with the immediate peer group with whom children will be learning in their own schools. Diagnosis helps to clarify the reasons for the child's vulnerability. The Learning Disorders Unit offers training in diagnostic skills to school districts interested in developing or expanding these services. Intervention is based on TEACH, a prescriptive approach that helps to meet the educational needs defined by SEARCH. TEACH tasks are organized into five clusters relating to SEARCH components; tasks have been chosen for their experimentally demonstrated contribution to the job analysis of reading. The 55 tasks proceed through three stages of increasing complexity: recognition-discrimination, copying, and recall. Mastery criteria are provided to ensure automaticity in the application of these skills in reading and the language arts. TEACH provides a two-year sequence of activities with emphasis on accuracy of perception in the first year and on intermodal and prereading skills in the second.

Requirements Can be adopted by an individual school or a district. Staffing: one teacher per 25-30 children; additional staff may be needed to assist in scanning during a two-week period. Training: initial two-day workshop with an equivalent of two full days of inservice during the school year. JDRP approval was based on the resource room model, but other organization patterns are also in use including supplemental instruction within mainstreamed classrooms and individualized programming within special education classroom.

Costs Materials for one resource room: SEARCH Kit, $42.50; SEARCH Record Blanks, $12.80 per package of 30; TEACH Manual and Task Cards, $55.00; miscellaneous toys for use with TEACH, approximately $25 (usually part of classroom supplies).

Services Awareness materials are available at cost of duplication. Visitors are welcome by appointment. Training workshops are conducted at the project site (adopter must cover all costs). Training is conducted out of state (School Consultation Center must be reimbursed for project staff time). Statistical consultation, norms, follow-up visits, and telephone consultation services are available.

Contact ***Rosa A. Hagin, School Consultation Center, Fordham University at Lincoln Center, 113 W. 60th Street, New York, NY 10023 (2120 841-5579.***

Developmental Funding: USOE BEH Title VI-G

JDRP No. 79-33 (9/12/79)

A PROGRAM FOR EARLY EDUCATION OF CHILDREN WITH HANDICAPS. A home intervention program involving parents in the teaching of their handicapped children. Approved by JDRP for handicapped children 5 month to age 6.

Description This program, a home intervention model, is based on the premise that parents can be actively involved on a daily basis in teaching their handicapped children, and that through the teaching experience, by observing and recording changes in behavior, they can discover the areas in which their children need help. The program's ultimate goal is for the parent to assume chief teaching responsibilities until the child can attend school.

Home teachers make weekly home visits of approximately one and one-half hours to show parents how to use behavior modification techniques—when to reward, what to reward, and how to chart behavior. By observing this modeling process, parents become equipped to continue the work for a week, progressively achieving the short- and long-term goals for their children.

Training emphasizes administrative guidance and teacher training in the areas of assessment, behavior management, precision teaching, individualized educational programs, and parent training.

Contact ***Lois A. Cadman; 2006 Kell Blvd. S.; Wichita Falls, TX 76309. (817) 723-6902.***

Developmental Funding: USOE BEH

JDRP No. 79-30 (7/10/79)

PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME AND OTHER DEVELOPMENTAL DELAYS. Designed to accelerate and maintain developmental gains of Down's Syndrome/developmentally delayed children and give help and training to their parents.

Audience Approved by JDRP for Down's Syndrome Children, birth to age 6.

Description The program for Children with Down's Syndrome and Other Developmental Delays consists of 2 major components: systematic instruction, and parent training and involvement. The systematic instruction process consists of 5 basic steps: assessment; establishing goals and objectives based on assessment; planning programs to meet goals and objectives; implementation of these programs in the daily schedule; and evaluation through daily data collection and assessment. The Developmental Sequence Performance Inventory (DSPI), developed by the staff, is the assessment/curriculum for the model. This developmental checklist is criterion-referenced and includes 5 skill areas: gross motor, fine motor, cognitive, communication, and social/self-help (birth to 6 years). Goals and objectives based on this instrument are identified in all skill areas for each pupil. There are 3 levels at which the model can be replicated: infant learning (birth to 18 months); preschool, including early (18 month to 3 years), intermediate, (3 to 4 years), and advanced (4 to 5 years); and kindergarten (5 to 6 years). The infant learning program is center based. Parents bring their children in for 1- to 2-hour weekly sessions. During these sessions data are obtained to determine progress the infants are making towards objectives; and parents are trained to implement appropriate programs at home. The preschool and kindergarten programs offer a balanced schedule of individual and large and small group instruction, and a variety of classroom activities planned to provide practice, transfer and generalization of skills. Parents and staff work together to maximize learning opportunities. Involvement of parents is greatest in the infant program, as it is a parent training program. At the preschool and kindergarten levels parents continue to maintain a close working relationship with the program and receive training based on individual need. (The Program for Children with Down's Syndrome and Other Develomental Delays and the Communication Program were both developed by the Model Preschool Center Handicapped Children, University of Washington, Seattle.) Developmental Performance Inventory Data (DSPI) from 1983-84 for 11 sites, 236 pupils, mean age 59.19 months at posttest, were analyzed to compare the predicated performance age at posttest to actual performance age at postest. The mean predicted performance age in each skill area was based on each child's previous rate of development (determined by pretest scores) and the number of months of intervention. Data analysis showed significant gains (P=.000) over predicted performance age in 4 skill areas: fine motor, cognitive, communication, and social/self help.

Requirements Programs wishing to replicate the model must make a commitment to implement all model components, use the DSPI, and share pre-post and demographic data with the program staff (pupils remain anonymous). Standard preschool equipment and materials are used. One certified teacher and one aide are required for each classroom.

Costs Awareness, training sessions, and follow-up are provided free of charge; however, in most cases, requesting agencies will need to provide transportation and per diem cost; one set of training materials is provided. Funding for expenses to train for replication is available through state resources, school districts, or private agencies. Contact the model program to negotiate an agreement.

Services Training is available at the EEU and at replication sites. Annual summer workshops are offered at the EEU. Follow-up training and evaluation are also recommended. awareness, informational, instructional, and assessment materials are available.

Contact ***Rebecca R. Fewell, Director Model Preschool Outreach Program; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.***

Developmental Funding: USOE BEH

JDRP No. 75-64b (9/3/75)

READING ACHIEVEMENT PROGRAM (RAP). A pull-out remedial program to supplement reading instruction. Approved by JDRP for educationally disadvantaged students grades 2-5.

Description To help students overcome difficulties in word analysis and vocabulary skills and to learn basic and special comprehension skills required in content area subjects, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom reading or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Title I students with all classwork that will be missed when attending the learning center sessions. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer. Using a composite analysis of several criterion-referenced achievement tests, an Individual Reading Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interest and needs of each pupil. A Cross-reference Guide, developed by Chapter I teachers, supplies information on materials available in every center to be used in remediation of a stated skill. Each RAP Learning Center is staffed with a certified reading specialist and a teacher aide who serves about 62 pupils in thirty minute sessions; teach/pupil ratio 6/1.

Contact Mrs. Evelyn F. Prattis; Reading Achievement Program; 500 West 9th Street; Chester, PA 19013. (215) 447-3860.

Developmental Funding: USOE ESEA Chapter I

JDRP No. 81-28 (10/21/81)

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A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN. Early intervention for handicapped children ages 3 to 5.

Audience Approved by ISBP for preschool handicapped children.

Description This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by the New York State: speech impaired, emotionally disturbed, physically handicapped, learning disability, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: The *Interactive Teaching Process* in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; The *Transdisciplinary Team Model* through which team members train each other and share roles in assessment, intervention and consultation; *Parent Involvement Model*, which included the parent volunteer system, parent group and an individualized approach to parent participation. *Replication Training* in each or all components is available to any preschool program. Over 100 classroom sites have replicated the regional Program Model or components of the model. Visit site describing each component are available at cost.

Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the McCarthy Scale of Children Abilities. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age.

Requirements Any preschool program for the handicapped may adopt the program, regardless of size of program or type of handicap. All staff should be involved including teachers, clinical team members, and paraprofessionals. Two or three days of training is provided based on a needs assessment. Training addresses the Interactive Teaching Process, Transdisciplinary Team model, and Parent Involvement Model. Follow-up visitation allows for consultation and training of an on-site program monitor.

Costs A staff training manual is available for each part of the program. The manuals range in price from $7.50 to $18. Traditional equipment and supplies used in preschool programs are appropriate. A speech therapist must be available to work with the teacher on a part-time basis, and other professionals should be available as appropriate to that program.

Services Visitors are welcome at project sites by appointment. Project staff are available to attend out of area conferences, meetings and conferences. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with host facilitators).

Contact *Carol S. Eagan, Supervisor, Preschool programs, Special Education Department, Putnam-Northern Westchester Board of Cooperative Educational Services, Yorktown Heights, N.Y. 10598 (914) 962-2371.*

Developmental funding: (USE BIA, State, and Local)

(ERIC No. EC 0 [illegible])

PROJECT RECIPE (Research Exchange for Computerized Individualized Programs of Education). An instructional management system to increase I.E.P. objective attainment 6-8 using a micro-computer based recordkeeping system.

Audience Approved for SLD students in grades 6-8. Curriculum materials and computerized management system of objectives for reporting purposes have implications for elementary basic skill instruction with regular classroom students.

Description The RECIPE instructional management system provides banks of instructional objectives in the basic skill areas of Reading, Writing, and Mathematics organized into learning maps which provide the special education teacher with an organizational pattern for planning instruction. Banks of objectives are also provided for the areas of Foundation (pre-reading), Articulation, Socialization, and Motor Skills. The objectives are accompanied by two forms of a criterion-referenced assessment system and a listing of over 2,400 instructional strategies correlated to each objective by number. Student Activity Books and Audio Tapes are available for 20 of the basic skill learning maps with which the target population displayed the most difficulty. Teacher Guides and Answer Books are provided for the Student Activity Books. Additional planning materials, Parent Guides, and a student reward system are built into the RECIPE material package and delivery system process.

Micro-computers are employed as the vehicle for storing student demographic data, creating I.E.P.'s and implementation plans, tracking student progress, and generating I.E.P.'s and Progress Reports in compliance with Federal Guidelines. Teachers interested in using RECIPE must undergo a 3-day inservice training session which includes the use of the micro-computer management portion. Student and program data are stored on floppy diskettes and RECIPE provides a detailed User's Guide for ease of computer operation.

Requirements The RECIPE instructional management system may be implemented in a variety of educational settings ranging from a single classroom setting with one teacher and up to 30 students to a district level with multiple teachers and students. Data is managed by micro-computers in all settings. Training in the use of RECIPE instructional materials, processes, and micro-computer program use is required. No additional staff are required for program implementation.

Costs Replication costs will vary based on the number of teachers and students for one classroom (one teacher serving 30 students), approximate cost for program installation and training is $21.00 per student per year. Based on usage in at least two classrooms with 60 students, installation cost per student drops to $21.00 per student per year. Micro-computer hardware costs are not figured into replication costs. Continuation costs for RECIPE are estimated to be $10.00 per year, per student. Complete price listing is available.

Services Limited amounts of awareness materials are available at no cost. As a Lighthouse Project, RECIPE welcomes visitors to the project site any time by appointment for demonstrations and observations. Project staff are available to attend out-of-state awareness meetings on a limited basis, and training is available at both the project site and adopter sites (price to be negotiated). Implementation and follow-up services are available to adopters (price to be negotiated).

Contact Gordon Bull, Director, Project RECIPE; or Priscilla Cody, Training Specialist, Project RECIPE, 6740 S. Tamiami Trail, Sarasota, Florida 33581, (813) 923-2866, ext. 147 or (813) 924-2866.

Developmental funding [illegible]

(ERIC no. 80-10-2 (1/80))

ROSE F. KENNEDY CENTER—COMMUNITY SCHOOL DISTRICT 6 DIAGNOSTIC INTERVENTION PROGRAM. Identification, evaluation, and diagnostic instruction of learning-disabled children. Approved by the [illegible] for students with school learning problems, grades 2 through 6. This program has been used with primary and elementary children up to grade 6.

Description The primary objective of the program was to develop a model of educational intervention in which urban children with learning problems can be identified by the beginning of second grade, and helped to make meaningful improvement in reading through diagnostic testing and prescriptive teaching.

The model consists of five coordinated components: (1) identification of students with school learning problems through a formula utilizing standard reading score and teacher recommendations; (2) diagnostic psychoeducational evaluation; (3) trial lessons which are designed to incorporate findings about a child's overall ability and its specific strengths and weaknesses into a program of instruction (visual and auditory modalities of learning are explored by presenting a phonic approach emphasizing the sounds of individual letters, and a sight approach stressing the learning of total word configurations); (4) establishment and monitoring of individual educational programs utilizing the results of the trial lessons as a starting point to ensure successful reading experiences, supplemented by other methods of reading instruction; and (5) ongoing teacher and parent training and support through teacher and parent workshops.

Contact *Dr. Ruth L. Cottenman, Chief of Psychoeducational Services, Children's Evaluation and Rehabilitation Center, Rose F. Kennedy Center, Albert Einstein College of Medicine of Yeshiva University, Bronx, NY 10461. (212) 430-3030.*

Developmental Funding: [illegible] (DHHS No. [illegible])

THE RUTLAND CENTER—DEVELOPMENTAL THERAPY MODEL. A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children, their parents, and teachers.

Audience Approved by ID/EP for severely emotionally disturbed or autistic children from birth to age 8, their families, and teachers. This program has also been used in other settings with children to age 14.

Description The Rutland Center Developmental Therapy Model is the result of 8 years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth used in a classroom setting with groups of 4 to 8 individuals. On the assumption that disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace, the curriculum guides treatment and measures progress by focusing on the normal developmental milestones that all children must master. Developmental Therapy has thus established itself as a "growth model" rather than a "deficit model". The model is composed of 4 curriculum areas (behavior, communication, socialization, and preacademics) arranged in 5 developmental stages, each requiring different emphasis and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This mainstreaming aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, 2 resources are available that emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. The National Technical Assistance Office offers a type of technical assistance in the treatment of severely emotionally disturbed preschool children. This assistance, which includes information dissemination, program planning and design, training and program evaluation, is provided through a year-long sequence of workshops, on-site visits, special topic workshops, and exchange of audiovisual materials. Project staff provide assessment of training needs, design an inservice instructional sequence, and implement the training program at the agency site with periodic visits. The Developmental Therapy Institute offers preservice and inservice training to school personnel serving school age emotionally disturbed children and youth. This project's purpose is to increase knowledge and skills of participants for using proven S.E.D. practices based on current developmental theory and research.

Requirements Agencies interested in adopting the Rutland Center Developmental Therapy model must: use the Developmental Therapy curriculum, including concurrent placement in a normal setting wherever possible; provide referral, intake, and diagnostic services; provide a minimum of one supervisor, two teachers, and two support personnel (except in rural areas); provide release time for training; and include parents and regular teachers in the treatment process. Since travel expenses depend on the number of visits required, the number of individuals involved, and distances traveled, they are negotiated separately.

Costs The cost of the program is approximately $1,800 per child. This figure includes diagnostics, services to parents and children, teachers, and program evaluation. Cost figure is based on operating the 30 centers supported locally by core funds (Georgia Psycho-educational Center Network).

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact Karen B. Davis, Proj. Dir.; National Technical Assistance Office; 123 Milner St.; Athens, GA 30606. (404) 542-8076 or 549-3039. Mary W. Wood, Director; Developmental Therapy Institute; College of Education, 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1625.

Developmental Funding: (ADD) $60

ID/EP No. 75-63 (8/3/75)

SAN JOSE NUTRITION EDUCATION PROJECT (SJNEP)—NUTRITION THROUGH SCIENCE. A teacher training program designed to train young children in the science of nutrition while reinforcing regular classroom subjects, especially science.

Audience Approved by JDRP for all students grades K–4.

Description The major goal of the program is to develop cognitive knowledge, foster positive food habits, and improve the overall nutritional status of children in kindergarten through fourth grade. A team approach involves teachers, food service staff members, parents, and students in promoting nutrition awareness through an articulated curriculum of lessons, activities, displays, games, and incentive awards. Workshops for teachers and food service staff focus on innovative teaching techniques to promote increased nutrition knowledge and better food consumption habits by students. Techniques include strategies for integrating nutrition education instruction in primary classrooms with regular classroom subjects and the school food service program. Curriculum guides are simple to use and include over 150 lessons each, plus information and teaching aids to encourage teacher participation. The curriculum is sequential and correlated with appropriate grade levels to allow teachers to individualize student instruction. Games have been designed as self-instructional tools or for small group instruction. Student worksheets are available in Spanish and English.

After training, teachers provide two nutrition education activities per week. Food service staff members implement a monthly cafeteria display which reinforces concepts taught in the classroom. Food service personnel also administer incentive awards to students who display positive behavior in the school lunchroom. Parents volunteer during classroom activities and receive monthly newsletters that provide nutrition information, games and nutritious recipes.

From 1977-81, over 2,800 students grades K–4, field-tested SJNEP using state-developed criterion-referenced tests and platewaste (consumption) studies. Project students achieved a 13-19% increase in cognitive knowledge. Platewaste studies demonstrated that project students increased consumption of all food on the school lunch, especially vegetables, salad, fruit, whole grain bread and milk.

Requirements A site coordinator implements and directs the adoption program at one or more sites. The coordinator may be an interested administrator, teacher, or health or nutrition professional. Teachers complete six hours of inservice training in nutrition principles, instructional materials, and program methodology. After inservice teachers select, implement, and record two to three nutrition lessons per week and one food-related activity per month. Teachers assist in evaluation of program. Food service staff participate in one hour of inservice.

Costs Recommended minimum costs for each component of SJNEP are: Each teacher requires a curriculum guide at $25.00 and training materials at $8.00. Each adopting site requires a Bibliography and Recipe Reference guide at $10.00 and an Incentive Award manual at $9.00. Project developed instructional aides help enhance program activities and are recommended at approximately $100. Master copies of monthly parent newsletter are included with adoption of the program. The adopting district or school is to assume duplicating costs of the newsletter and pre/post testing materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter or SJNEP site (costs to be paid). Implementation and follow-up services are available to adopters (costs to be paid).

Contact *Alicia Dixon Dietter, R. D., Project Co-Director, or Rosetta Holland,* Project Co-Director; *San Jose Unified School District Food Division; 250 Stockton Ave.; San Jose, CA 95126.* (408) 998-6023/6021.

Developmental Funding: California State/USDA-NET

JDRP No. 82-3 (3/17/82)
Recertified (5/83)

SCHOOL VOLUNTEER DEVELOPMENT PROJECT. A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

Audience Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics. It has also been used in grades K-1 and 7-12.

Description The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers is provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

Requirements The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

Costs Based on a paid coordinator, the total per-pupil cost per school year is $2.25 ($.31 for start-up,$ .38 for management, $1.56 for operation). This cost can be reduced to approximately .70 if the adopting school or district uses a staff member or volunteer to coordinate the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact *Johanna Coats, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 379-2491.*

Developmental Funding: USOE ESEA Title III

JDRP No. 75-79 (12/10/79)

SCORE: Success Controlled Optimal Reading Experience—A Tutorial Reading Program. A tutorial phonics program for learning-disabled students who read below the fourth grade level.

Audience Approved by JDRP for learning-disabled students of any age. The program has also been used in settings with other students in grades 1-12 who are reading below the fourth grade level.

Description SCORE uses a mastery teaching model that arranges skills in a hierarchical sequence of well-outlined learning units. This supplementary tutorial reading program uses six student books, which are divided into 51 teaching units. Each unit contains a Challenge Page, Teaching Pages, and a Review/Recycle Page. The student reads aloud to the tutor for 15 minutes a day. The challenge Page tests elements to be taught in the unit. If the student reads all Challenge Page words correctly, the student skips to the next unit. Each Teaching Page presents between three and eight new elements or words arranged in five 20-word lists. The tutor models the correct pronunciation from the first list, and the student practices with the remaining four lists. As soon as the student reads one list at 100% accuracy, the student proceeds to the next page. The Review/Recycle Page provides for long-term review and testing of words mastered on a short-term basis. If a student falls below 100% mastery here, the student recycles back through the unit. The SCORE Record Book contains all lesson pages, continuous tutor instructions, and forms for recording student's progress and the tutor's adherence to procedure. To provide reinforcement, the tutor clicks a tally counter to indicate a correct response and points earned. Points may be exchanged for rewards. A timer controls the length of the tutoring session and keeps track of the daily reading rate. The program is cross-referenced to 60 primary phonics readers. After mastering a given SCORE unit, students branch into the corresponding reader. Diagnostic criterion-referenced tests determine both students' need for SCORE and phonetic elements mastered as a result of using the program. A daily report card informs each student's parents of the number of words read correctly and of the effort demonstrated.

Requirements The program can be used in a variety of classroom organizational structures. Tutors teach students individually in a mainstreamed classroom setting or a separate tutorial center. Tutors receive two to three hours of training and work with individual students for 15 minutes a day. Tutor's Kit contains noncomsumables for one tutor and consumables for one student. A part-time tutor coordinator (resource teacher or instructional aide) is recommended for large-scale adoption. Three to four hours of training are recommended for tutor coordinator, although program can be implemented without training.

Costs Per-pupil start-up cost for 30 students and eight tutors: $18.60. This figure includes costs of four-hour training for tutor coordinator, tutor noncomsumables, student consumables, implementation manual, and supplemental materials. Tutor's Kit: $30; Record Book: $3.50. Estimated per-pupil cost for every 30 additional students is $3-$5, depending on supplemental materials obtained. Continuation cost for 30 students: $86-$116 for consumables and supplemental materials. Information on materials may be obtained from Learning Guidance Systems, (415) 344-7048.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (adopter pays its own costs and $75-$100 consultant fee). Training is also available at adopter site (all expenses must be paid).

Contact *John Credler, Coordinator of Special Projects and Research; South San Francisco Unified School District; Administration Bldg.; 298 B St.; South San Francisco, CA 94080 (415) 877-8825.*

Developmental Funding: USOE EBEA Title IV-C

JDRP No. 80-42 (12/22/80)

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators. An instructional process for remediation of basic skills in learning-disabled students in mainstream education.

Audience Approved by JDRP for administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities in grades K-8.

Description Project SHARE is a process. Its special-education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project designed task leader guides pinpoint a student's instructional starting point. A student's best learning mode and most handicapping learning mode are quickly identified. Skill efficiency and accuracy are determined—a key Project SHARE difference. One-to-one tutoring is used primarily. Each session is highly structured, but the tutor operates freely within the planned structure.

Field-determined minimum basic skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic/prescriptive process. The SHARE process speeds remediation of basic skill learning and produces data on cost-effectiveness. Computerized evaluation is available.

Evaluation was conducted on an average number of 1,200 students annually in rural Special Education Cooperative in Minnesota. Average gains for learning disabled students: 1.3 grade levels in reading in 26 hours of teaching and 1.3 grade levels in math in 31 hours.

Requirements Three-day training sessions, with practice between them, are most effective, with one three-day session the absolute minimum, and no more than ten trainees per session. Training highlights diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. Various follow-up options are possible.

Costs Costs will vary with available staff and are minimal—no more than $5 per teacher.

Services Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out of state (project staff expenses must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact *Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826; or #289, 555 N. Pantano, Tucson, AZ 85710. (602) 885-0548.*

Developmental Funding: USOE ESEA Title III

JDRP No. 75-31 (5/12/75)

PROJECT SKI*HI Outreach. A comprehensive program providing identification, hearing aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.

Audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

Description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide or large population area; however SKI*HI effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development suppport are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of SKI*HI adopting programs across the country.

Requirements One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic SKI*HI training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

Costs Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact *Dr. Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders UMC10; Utah State University; Logan, UT 84322. (801) 752-4601.*

Developmental Funding: USOE BEH

JDRP No. 78-192 (7/13/78)
Recertified (10/84)

SLICE OF LIFE: A vocational program for special students.

Audience Approved by JDRP for special education students in grades 9-12.

Description Slice of Life seeks to have participating students develop to their maximum, skills that would make them employable. The four components of the program are career education instruction, career/vocational assessment, vocational training, and vocational placement. Individualized instruction is accomplished through the use of a vocational component of the Individual Education Plan (IEP) and the use of an Individual Instructional Plan (IIP) for special education students in regular vocational classes.

The Slice of Life instructional kit has 75 distinct tasks which are spaced over a period of four years. Twenty-five of these tasks are repeated one to three times during the program to reinforce learning and increase proficiency in critical areas. The kit includes a bibliography of supplementary materials, reproducible worksheets, sample forms, and a student vocational record card format. The curriculum, which covers all of the pertinent skills needed for work readiness, can be infused into existing English, math, or social science coursework or can be taught independently. Self-paced instruction allows an individual rate of progress for each student. A student vocational record card in each student's folder is used to record progress, test results, course work and job placement history. Inservice training and instructional materials are provided for teachers of special education or regular education teachers who have special education students in their classes. Slice of Life has developed and field tested procedures, inservice training, and products to make the personnel of the various services and agencies aware of each other's activities, and the program has piloted ways of interfacing their work.

Students participating in the program demonstrate a statistically and educationally significant improvement in their awareness of jobs as measured by the Job Awareness Inventory ($p < .05, ES = .33$) over control groups.

Requirements Adopting schools may select components appropriate to their local needs, although it is strongly recommended that the entire program be adopted since vocational training and placement must be compatible with the local employment opportunities.

Costs Program costs include Personnel Training, Special Ed. Teacher, Vocational Ed. Teacher, Materials, Consumables, and District Administration costs (including Director, Staff Clerk, Fringe, Travel and Telephone). Installation cost per student (N=600) is $258.50 with a recurring cost of $156.

Services Awareness materials are available at no cost. Visitors are welcome to visit Project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact *Ms. Dorothy Emerson; Fremont Union High School District; Sunnyvale, California 94087; (408) 735-6477.*

SPECIAL EDUCATION PRESCHOOL PROGRAM. A program serving moderately, severely, and profoundly hearing-impaired preschoolers (ages 0-5), and their families. Approved by JDRP for preschool children with developmental and communication disorders.

Description This project now operates solely as a Minneapolis Public Schools special education program funded through the combined resources of local, state and P.L. 94-142 monies. The program is family-oriented and noncategorical, assuming individual prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors. Program options change as the needs of the population served change.

Counseling, education and guidance of parents ensures active family participation in the program. Service options for families include individual parent guidance and parent-teaching sessions, weekly parent meetings, monthly parent meetings, single parent groups, and "topical" meetings.

Contact ***Janet Proehl, Coordinator; Special Education Preschool Program; 3017 E. 31st St; Minneapolis, MN 55406-2093. (612) 721-5007.***

Developmental Funding: USOE BEH Title IV-C JDRP No. 75-65 (9/3/75)

PROJECT STAY: School to Aid Youth. A program providing early identification and treatment of social, emotional, and academic needs of pupils. Approved by JDRP for grades 1 - 3.

Description Children enter on screening administered during kindergarten year. They remain in Project STAY for one-half of the day and in the regular classroom for the other half. Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are identification of achievement levels of high-risk pupils; provision for individual instruction in mathematics and reading to correct specific deficiencies; identification of social problems, poor self-concepts, and attitudes of potential dropouts; and provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers, and it has been found that they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, the Virgin Islands, Australia, and Puerto Rico. Over 7,000 visitors have visited Project STAY.

Contact ***Pat Ross, Project Director; Project STAY; Moore Public Schools; 2009 N. Janeway; Moore, OK 73160. (405) 794-8282.***

Developmental Funding: USOE ESEA Title IIIv/JDRP No. 43 (4/9/73)

STRATEGIES IN EARLY CHILDHOOD EDUCATION. A continuous-growth program with sequential program materials that bridges the gap between preschool, kindergarten and first grade.

Audience Approved by JDRP for all students, ages 4-8.

Description The concepts of the project are: A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully, because failure to take development issues into account results in failure and/or meaningless rote learning. There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area, and this program must utilize the child's mode and rate of learning so that continuous progress is possible.

Based upon these concepts, the project includes the following components: a model including the structural, functional, behavioral, and environmental components of children as they develop from age 4 to about age 8; a chart of learning objectives as related to the model; a screening manual and a pupil edition; a class record chart to record each student's starting point as indicated by the screening and to map his or her continuous progress; a prescription guide, which includes each educational objective stated on the scope and sequence chart; and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to enhance auditory, visual, motor, and verbal language skills leading to reading, math, and language growth.

Requirements Adoption includes an awareness and training session for covering project components. The program may be implemented by a classroom or a district. Training usually begins with a two-day workshop, with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher's aide or parent volunteer to assist during the initial stages.

Costs Materials; project overview booklet, no charge; criterion-referenced screening instrument, $3; pupil edition, $1.15; chart of sequenced objectives, $.35; class record chart, $.35; prescription guide, $6. When funding is available through NDN, cost to adopting district will be that incurred while project staff is on site.

Services Awareness and training materials are available. Visitors are welcome by appointment. Consultations for awareness and training sessions are available.

Contact *Robert Schramm, Project Director; P.O. Box 208, Juneau, WI 53039. (414) 386-2955.*

Developmental Funding: USOE ESEA Title III

JDRP No. 74-75 (5/29/74)

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PROJECT SUCCESS FOR THE SLD CHILD. A prescriptive program and classroom delivery system for pupils in grades 1-4 with specific language disabilities. Approved by JDRP for pupils grades 1-4 with specific language disabilities. This program has also been used in other settings with grades K and 5-9.

Description Project Success for the SLD Child provides a prescriptive program and classroom delivery system operating in three areas: a structural linguistic language program with a multisensory approach integrates all aspects of language—reading, writing, speaking, and listening; motor perception training and adaptive physical education emphasize the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and technique modification in other curriculum areas allows SLD students to capitalize on strong modalities. This individualized learning program keeps the child functioning in an adequate manner within the educational mainstream.

Contact ***Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NB 68787. (402) 375-2230.***

Developmental Funding: USOE ESEA Title III

JDRP No. 14 (4/9/73)

PROJECT SUCCESS: Handicapped. Low-cost phonics program for handicapped elementary school students.

Audience Approved by JDRP for children with reading difficulties, grades K-6; also being used in grades 7-12.

Description Project Success: Handicapped provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the home district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Handicapped students are given instructional and/or motivational assistance by peers, high school tutors, aides, or parents using specially designed phonics instructional packets.

This program is designed to provide low cost effective instruction in phonic skills. It also includes a complete program in training and supervising tutors who provide direct instruction. All materials are included for supervisor and tutors. Other intervention programs used in Project Success are not available. Program now has small group and large group procedures which were not part of the original IV-C project, but are now available.

Pre-posttest measures of the Project SUCCESS phonics tutoring program indicate 11.52 months growth in reading as measured by the WRAT for 4.68 months of instruction, 25 months gain in word attack on the Woodcock in 6 months of instruction. In small group use, students gained 15.5 months in word attack for 4-5 months of instruction.

Requirements One hour per day per group of 10 tutors.

Costs Start-up cost averaged $30 per pupil. Replacement costs for consumable items are approximately $61.15 for 10 students per year.

Services Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as its own costs). Training may be conducted out of state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

Contact ***Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-28 (5/7/75)

SYSTEMATIC INSTRUCTIONAL MANAGEMENT STRATEGIES (SIMS). A program using management strategies and a structured, sequenced curriculum to help teachers plan appropriate instructional programs for disabled readers.

Purpose Approved by ERIC for disabled readers grades 1-12 reading basic coding skills and to learning disabilities teachers serving that population. This program has also been used in other settings with special education groups.

Description A diagnostic model for solving performance problems provides the framework for the SIMS curriculum. The SIMS curriculum consists of a hierarchical sequence of 20 objectives needed to acquire the basic coding skills of reading and spelling.

The curriculum contains word and sentence lists for each of the 20 objectives to monitor the accuracy of skill acquisition for each individual child. Additional word lists for each objective are designed to monitor the proficiency with which a student decodes words of a particular pattern. There are four stories for each of the 20 objectives. Written language worksheets with controlled reading level matching the word list level provide activities simultaneously developing the student's writing skills. Comprehension questions and worksheets for learning stories are used to develop independent study skills. SIMS teachers are trained to use data decision rules to plan appropriate instructional interventions.

Requirements SIMS can be adopted as a comprehensive program of materials and procedures, or portions of instructional management strategies to be used with commercially available materials. A two day teacher training workshop must precede adoption. Adoption site must provide a liaison person. Follow-up is recommended.

Costs For the installation year, the cost per teacher trained is $95 for materials, plus $95 for Teacher Inservice Training Package which is used in training all teachers. SIMS Concept Assessment Test, SIMS Reading and Spelling Program, Comprehension Questions and Learning Stories, and SIMS Written Language Program, $70 for total package.

Services Inservice materials are available at no cost. Visitors are welcome at project site by appointment. Training may be conducted at project site. Training is also available at adopter site (trainer travel and per diem must be paid). Ongoing implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact Diane Nelson, SIMS Project Coordinator, Division of Special Education, Minneapolis Public Schools, 330 Upton Ave. S., Minneapolis, MN 55405-1996, (612) 627-2166.

TEACHING RESEARCH DATA BASED INSERVICE TRAINING. An inservice training program for teachers and aides.

Audiences Approved by ESEA for educators, inservice trainers, and supervisors responsible for training teachers.

Description This program is an inservice training model designed to assist educators in providing inservice training to their staff. The Teaching Research Data Based Inservice Model will assist the adopter in identifying desired outcomes of training and then designing training strategies to achieve those outcomes. The model provides the trainer with objectives, activities, and evaluation strategies aimed at teaching the trainee new skills and/or procedures and helping the person to implement them in the classroom. Specific content of the training is to be determined by the adopter's needs.

Training objectives and procedures to assess the level of skill acquisition are clearly identified.

Requirements Implementation of the Teaching Research Data Based Inservice Training Model requires training for the adopting district's training staff and on-site consultation by Teaching Research staff to assist in the design of training and evaluation procedures. Depending on the complexity of the adopter's district, it may require demonstration training in the adopter's district.

Costs Costs incurred in adoption include travel by the adopting district's trainer to attendance at a one-week training session at Teaching Research in Monmouth, OR, and travel to the adopter's site for follow-up technical assistance (costs for travel are negotiable).

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at the project site (cost to be negotiated). Follow-up services are available to adopters (cost to be negotiated).

Contact Face-to-Face Installations, Teaching Research, Western Oregon State College, Todd Hall, Monmouth, OR 97361, (503) 838-1220, ext. 661.

Developmental Funding (1978-81)

ESEA Title III (1978)
Recognition (1981)

THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN, An individualized skills instruction program for moderately to severely handicapped children.

Audience Approved by DMH for moderately to severely handicapped children age 1-8, including mentally retarded (cerebral palsied) autistic, emotionally disturbed, deaf/blind and hearing impaired.

Description The model is a complete classroom management system with staff roles at teacher, aide, and volunteer clearly specified. Children are assessed on skills selected from the Teaching Research Curriculum for Moderately and Severely Handicapped. Test results are used to determine which skills will be taught. The deficit skills are prioritized by the parent and educational staff. After priorities are established, instructional programs are prepared for each child.

A program prescribes the skill to be taught, the way in which the materials are to be presented, and the feedback to be given to the child. Trained volunteers play an important role in the model. They are taught how to deliver cues and feedback and how to record the child's appropriate and inappropriate responses to instruction. Maintenance of volunteer skills is objectively monitored by the teacher. Volunteers implement the instructional programs with each child and record child performance data in a specified manner. The teacher uses the daily data to make teaching decisions concerning individual programs by following the unit to ascertain whether sequencing, cue presentation, or feedback need to be altered.

When group instruction occurs, the teacher interacts with each child according to his/her individual instructional program. In the model, group instruction is provided only by the teacher or aide. Generalization of acquired skills is also stressed in the model. Teachers implementing the model also learn a system for managing inappropriate behavior. Some instructional programs are selected by parent and teacher to be taught in the home and these are coordinated with programs in the school. Teaching periods in the home vary from 10 to 30 minutes. Approximately 85% of the parents of project children participate in home instruction.

Requirements The model can be used by an individual classroom. Inservice training of the teacher is required. Training for the aide and supervisory staff is recommended. Inservice training includes a one week training session at Teaching Research and follow up technical assistance visits to the trainee's work site.

Costs Adoption of the Data Based Classroom model requires no special staffing ratio or unusual curricular materials. Therefore, standard operating costs for a special education classroom would apply. Costs incurred in training include tuition (paid to Monmouth, OR, and travel to trainee's work site for follow up technical assistance.

Services Numerous materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is conducted at project site (cost to be negotiated). Training is also available at adopter site (cost to be negotiated). Follow up services are available to adopters (cost to be negotiated).

Contact Ken Keyes Telephone, Teaching Research, Western Oregon State College, Monmouth, OR 97361 (503) 838-1220, ext. 481.

Developmental Funding: (HDA 661 [illegible] DMH No. 76-NA-[illegible])

VERMONT SPECIAL SERVICES PROJECT (VSSP). An intensive, behaviorally-oriented, community-based residential training program for autistic, or severely handicapped and behaviorally disordered clients. Approved by JDRP for autistic, or mentally retarded adolescents and young adults with severe behavioral problems.

Description The purpose of the Vermont Children's Special Services Project is to meet the needs of autistic youth in a carefully structured community environment rather than a hospital. In a specifically designed intermediate care facility, autistic residents can be taught to master and maintain necessary daily living and community participation skills and to show an increase in socially adaptive behavior.

VSSP, administered by one of Vermont's 12 mental health agencies, provides an array of services, from more to less restrictive in a comprehensive deinstitutionalization model. JDRP approval has been granted specifically for the programs in the project's Intermediate Care Facilities (IFC's) that were developed for and which currently serve autistic adolescents and young adults. The IFC's, funded through Title XIX (Medicaid), are 6-bed homes located in residential areas. The facilities allow for a more normalized setting than state hospitals, and are staffed to provide intensive treatment and training such that in a year to 18-months period the residents are able to successfully move to less restrictive settings. Autistic children in the residential treatment program for an 18-month period demonstrated increased rate of individual improvement in independent living skills throughout residency (p < .05) using a standard scale (Becoming Independent) based on behavioral observations. Case studies provided evidence of reductions in self-injurious and self-stimulatory behaviors.

Contact Dr. Terry Buckley, Vermont Special Services Project, Washington County Mental Health Services, Inc., P.O. Box 647, Montpelier, VT 05602.

Developmental Funding: State Medicaid

JDRP No. 82-30 (5/10/83)

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